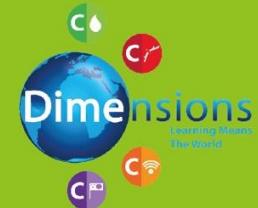




Geography



Knowledge Building

Processes and Changes

Change happens as a result of different **geographical processes**. These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.

Human Geography

Human geography relates to man-made features and human activity. Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).

Physical Geography

Physical geography also relates to features. Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.

Geographical Vocabulary

Geographical vocabulary can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.

Location and Environments

Location is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, that influence human life in any given place.

Similarities and Differences

Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.





Geography



End Goals

Explorers / EYFS

Our aim in teaching geography in Explorers is to tap into pupils' natural curiosity and develop in them a fascination with the world, its places and people.

By the end of this phase, pupils should be able to make sense of their physical world and environment. They should be familiar with their immediate locality through exploring and observing, and be able to name some key features e.g. houses, trees. They should begin to understand that some are man-made (human geography) and some are natural (physical geography). Pupils should also be able to use simple directional language accurately. Pupils should also know that the world is made up of different countries and that there are similarities and differences between them e.g. climate, buildings. They should know what a map is and that we use them to gain information about a place.

Pathfinders / KS1

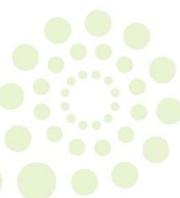
Our aim in teaching geography in Pathfinders is to expand pupils' horizons by learning more about their own locality and country, as well as investigating interesting locations in the wider world. The geography that children learn is brought 'alive' for them through investigating and asking questions about the world. By the end of this phase, they should have a clear understanding of the differences between human and physical geography, including weather and climate. They should be able to name the continents and oceans and know which continent their home country belongs to. Basic geographical vocabulary should be embedded so that pupils are able to ask and answer simple geographical questions and explain their thinking. They should be familiar with compass directions and be able to use those in context e.g. North Pole, South America. They should also begin to understand how and why changes to places and the environment happen, both as a result of natural processes and through human activity.

Adventurers / LKS2

Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

Navigators / UKS2

Our aim in teaching geography in Navigators is to deepen pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably. By the end of the phase, pupils' growing knowledge about the world they share with all life forms should help them to consolidate their understanding of interdependence, and the interaction between physical and human geography, landscapes, and environments. Pupils' geographical knowledge, understanding and skills should provide a framework in explaining how the Earth's features are shaped, interconnected and change over time, identifying and explaining patterns. They should also understand how the physical geography of a place influences the lives of its inhabitants.





Geography



EXPLORERS- Early Years

Knowledge Building

Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Identify simple changes in their environment, giving reasons for these, where possible	Know that human geographical features are man-made	Know that physical geographical features are natural	Know and understand simple prepositional and directional language	Know the names of places in their immediate locality and say what those places are like	Name some similarities and differences between places that are familiar to them

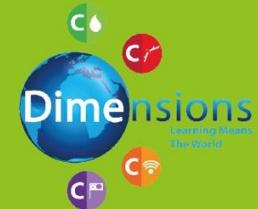
Learning Progression

3 – 4 years	Reception
<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 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





Geography



Theme Progression

Explorers 1 / Nursery and Explorers 2 / Reception

Under the Sea

- To know that some fish live in freshwater and some live in salt water (the sea)

Key Vocabulary

tropical, freshwater, arctic, river, sea, island, shipwreck, marine

What on Earth...?

- To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things
- To identify a range of things that are 'small', identifying things that are smaller than other things

Key Vocabulary

living, precious, gigantic, environment, building, city, mountain, skyscraper, tower

Help is at Hand

- To know who works at school, what jobs they have and how these people help them
- To identify ways in which the police, ambulance service and fire service help in the community
- To know how doctors and nurses help in different settings
- To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc.

Key Vocabulary

surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station

Come Fly With Me! Asia

- To know that a map is a drawing of all or part of Earth's surface
- To know that China / India / Russia / Egypt can be found on a map of the world
- To know about some key aspects of Chinese culture, including Chinese New Year
- To know about some key aspects of Indian culture, including festivals such as Diwali
- To know that Russia is a large country in Asia
- To explore some basic identifying features of Russia's culture
- To know that Egypt is a country located across Africa and Asia
- To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids

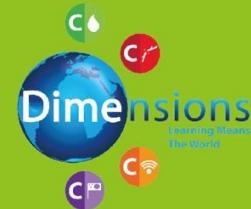
Key Vocabulary

passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert, continent





Geography



National Curriculum Aims

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
 -

Expected covered content from Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

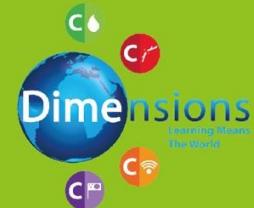
Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.





Geography

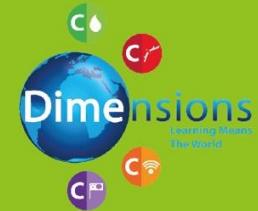


PATHFINDERS- KS1

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Know that places change over time and that there is often a range of evidence to show this	Know some basic human geographical features in the focus area and describe them	Know some basic physical geographical features in the focus area and describe them	Know and understand simple vocabulary related to place	Name and locate some key places in their own country and countries in the wider world	Identify basic similarities and differences between a range of locations
Skills Progression					
	Geography Skills Pathfinders 1 / Y1			Geography Skills Pathfinders 2 / Y2	
INVESTIGATION	Ge1 Explore and discover the interesting features of the local environment Ge2 Explore and discover where different foods come from			Ge10 Ask and respond to geographical questions about people, places and environment Ge11 Investigate, measure and record changes in the weather	
OBSERVATION	Ge3 Recognise and observe main human and physical features Ge4 Recognise different types of weather and climate			Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge14 Discuss how weather affects our lives Ge15 Locate key features on globes, maps and plans	
APPLICATION	Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary Ge7 Use simple field work skills Ge8 Use globes, maps and plans Ge9 Make simple plans			Ge16 Make simple comparisons between features of different places and say how these features influence life there Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge20 Use aerial photographs and plan perspectives to identify landmarks and features Ge21 Make simple maps and plans	



Geography



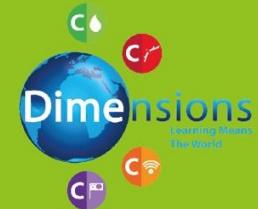
Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p>Never Eat Shredded Wheat</p> <p>Pupils learn how to use compass points in the context of maps, and in navigating from one place to another. Locational language also features in this unit. The learning focuses on the four countries of the UK, their capital cities, and key features. They will also develop their understanding of continents and oceans, human and physical features, and maps and plans, including aerial perspectives. Food production, and the important link of growing with weather and climate, is also introduced.</p> <p>Concepts</p> <ul style="list-style-type: none"> A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC) B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) C. To name and locate the world's seven continents and five oceans (NC) D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC) E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC) F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC) G. To know where in the world some foods come from <p>Come Fly With Me! Arctic Circle</p> <p>Pupils are introduced to globes and their purpose, focusing specifically on the line of latitude known as the Arctic Circle. They then learn about some of the spaces and places within the Arctic Circle, its weather and the effects of the climate on the environment, including seasonal change, and interdependence between plants, humans and animals. They are introduced to the physical geographical concept of permafrost and learn about some of the challenges and adaptations needed to survive in the coldest climate in the world, the tundra biome.</p> <p>Concepts</p> <p>NC - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map B. To understand about the weather and climate in the Arctic Circle C. To learn about the Inuit people group and their customs and traditions D. To learn about the Aurora Borealis (Northern Lights) 	<p>Paddington's Passport</p> <p>Using the contrast between Peru and England, pupils will learn about the similarities and differences, including different climates, the interdependence between plants and animals, and will further develop their skills in using maps and globes. Continents and oceans will also be revisited, as well as the four countries of the UK, with a comparison between Lima and London.</p> <p>Concepts</p> <ul style="list-style-type: none"> A. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and London (NC) B. To name and locate the world's seven continents and five oceans (NC) C. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) D. To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes (NC) <p>Land Ahoy!</p> <p>Building their place and space knowledge, pupils learn to name and locate the continents and oceans, linked to their understanding of land and sea. They identify and classify physical and human geographical features, looking in more detail at the island of Madagascar. Locational language and compass directions are reinforced, and pupils also learn about simple co-ordinate grid maps.</p> <p>Concepts</p> <p>NC - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> C. To name and locate the world's continents and oceans (NC) D. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC) E. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)
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Geography



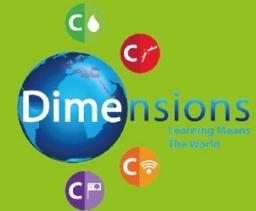
Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p>Unity in the Community</p> <p>Through this thematic unit, pupils encounter the meta-concepts of place, space and environment, interdependence, sustainability and processes and changes. As they explore the physical and human geography of their own locality, they learn about the relationship between people and places, and how and why locations change as a result of human activity. Fieldwork, use of compass points and mapping, including perspectives all feature as part of their geography learning.</p> <p>Concepts</p> <ul style="list-style-type: none">A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC)B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC)C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC)D. To know how to locate the school on a mapE. To learn about how places have become the way they are and how they are changingF. To recognise changes in the environment and identify how the environment may be improved and sustainedG.	<p>Additional Knowledge Inter-Nation Media Station</p> <p>As pupils learn about the history of the news, including the inventions of radio and television, it is important that they realise the impact this has had on human geography e.g. radio masts. They should also recognise the interdependence with physical geography e.g. the Native Americans found smoke signals well-suited to communicating in mountain and forest environments, as the smoke would rise high enough to be visible. In addition, when they are learning about messengers in Ancient Greece, this is an opportunity to look at location, using maps and globes.</p> <p>The Four Seasons Project</p> <p>Pupils will, across the four seasons, investigate and identify seasonal weather patterns in the United Kingdom.</p> <p>Concepts</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom• Use basic geographical vocabulary to refer to key physical features <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>





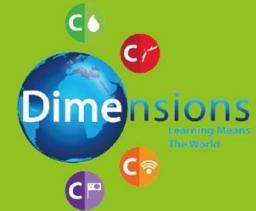
Geography



Key Vocabulary						
Pathfinders 1 / Year 1				Pathfinders 2 / Year 2		
Never Eat Shredded Wheat				Paddington's Passport		
aerial view	continent	north	flag	aerial view	Indian Ocean	Wales
Africa	country	North America		Africa	Lima	Europe
Antarctica	Edinburgh	Northern Ireland		amazon	London	globe
Arctic Ocean	England	Pacific Ocean		Antarctica	map	
Asia	Europe	physical features		Arctic Ocean	North America	
Atlantic Ocean	globe	Scotland		Asia	Northern Ireland	
Australasia	human features	south		Atlantic Ocean	ocean	
beach	itinerary	South America		Australasia	Pacific Ocean	
Belfast	Indian Ocean	Southern Ocean		Belfast	Peru	
capital city	landmark	United Kingdom		capital city	rainforest	
Cardiff	locality	valley		Cardiff	route	
climate	location	vegetation		climate	Scotland	
coast	London	village		continent	South America	
compass	map	Wales		country	Southern Ocean	
direction	mountain	West		Edinburgh	survival	
east	nationality	national anthem		England	United Kingdom	



Geography



Key Vocabulary			
Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Come Fly With Me! Arctic Circle		Land Ahoy!	
Alaska	Greenland	North Pole	beach
Arctic Circle	igloo	Northern Lights	climate
Aurora Borealis	Inuit	permafrost	coast
Canada	latitudinal lines	polar	compass
climate	locality	Scandinavia	continent
Finland	midnight sun	Siberia	country
globe	north	tundra	direction
			east
			forest
			map
			mountain
			navigation
			ocean
			physical geography
			rainforest
			sea
			settlement
			south
			terrain
			vegetation
			west

Key Vocabulary			
Pathfinders 1 / Year 1		Pathfinders 2 / Year 2	
Unity in the Community		Additional Knowledge - Inter-Nation Media Station	
aerial view	countryside	landscape	physical features
beach	factory	local	shops
bird's eye view	farm	locality	soil
boundary	forest	map	town
city	google earth	mountain	valley
coast	hill	offices	vegetation
country	human features	perspective	village
	landmark		
			beacon
			church
			TV mast
			radio mast
			hill
			forest





Geography

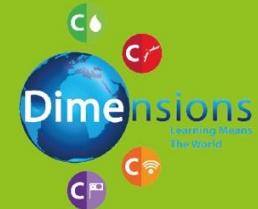


ADVENTURERS- LKS2

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Know that both primary and secondary sources of evidence show process and change	Know, compare and describe some human geographical features in the wider world	Know, compare and describe some physical geographical features in the wider world	Know and understand key vocabulary related to geographical processes	Know and understand the interrelationship between location and environment	Understand how and why some places and features are similar or different, giving reasons
Skills Progression					
Geography Skills Adventurers 1 / Y3			Geography Skills Adventurers 2 / Y4		
INVESTIGATION	Ge22 Ask and respond to questions to develop a sense of place Ge23 Collect and record evidence and begin to offer explanations Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones			Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things	
OBSERVATION	Ge26 Identify where significant places are located in the UK, Europe and the wider world Ge27 Identify similarities and differences between places and environments and understand how they are linked Ge28 Identify how the ways in which people live sometimes have consequences for the environment			Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales	
APPLICATION	Ge29 Use appropriate geographical vocabulary to communicate their findings Ge30 Collect and analyse a range of data from simple fieldwork experiences Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans Ge32 Use ICT to help in geographical investigation			Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge40 Describe, compare and offer reasons for their views Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations	



Geography



Knowledge Progression

Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p>Come Fly With Me! Africa</p> <p> In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade.</p> <p>Concepts</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>A. To know the location of the continent of Africa and identify its largest countries B. To know about some aspects of African culture</p>	<p>Picture Our Planet</p> <p> Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.</p> <p>Concepts</p> <p>NC - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>A. To know some key facts about Brazil / Scotland / Fiji B. To know some of the physical features of Brazil / Scotland / Fiji C. To know some of the human features of Brazil / Scotland / Fiji A. To understand some of the traditions and customs of Brazil / Scotland / Fiji B. To understand how Brazil / Scotland / Fiji is tackling conservation issues</p>
<p>Out and About</p> <p>Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.</p> <p>Concepts</p> <p>A. 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, rivers), and understand how some of these aspects have changed over time (NC) B. To know and use the eight points of a compass, four-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 (NC) C. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world D. To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)</p>	<p>Window on the World</p> <p>Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.</p> <p>Concepts</p> <p>A. To describe and understand key aspects of human geography, including types of settlement and land use (NC) B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)</p> <p>To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries</p>



Geography

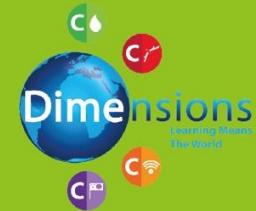


Theme Progression	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
Under the Canopy <p>Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.</p> <p>Concepts</p> <p>NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)</p> <p>A. To learn about the tropical rainforest biome as an ecosystem</p>	Seasons Around the World Project <p>Pupils will, across the four seasons, investigate and identify associated seasonal weathers in each country studied. They will link this learning to location and identify factors that affect the climate in each country.</p>
Additional Knowledge Athens v Sparta <p>As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient.</p> <ul style="list-style-type: none"> • To know the location of Greece 	





Geography



Year 3 – Key Knowledge Builder

	Composite	Athens v Sparta 	Come Fly with Me! Africa 	Under the Canopy 	Out & About NC Essentials
Processes & Changes	To know that both primary and secondary sources of evidence show process and change	Know that there are archaeological remains which show some of the changes since the fall of the Ancient Greek Empire	Know that maps and aerial photographs are sources of evidence in identifying changes in the landscape of Africa	Know about and give examples of evidence of animal species loss in the Amazon rainforest	Explain how field trips are useful for collecting primary evidence about locality
Human Geography	To know, compare and describe some human geographical features in the wider world	Know some of the human geographical features of Athens and Sparta	Know some of the human geographical features of the African countries studied	Know that there are few human features within the rainforest and give reasons for this	Know some of the human geographical features in the focus locations
Physical Geography	To know, compare and describe some physical Geographical features in the wider world	Know some of the physical geographical features of Athens and Sparta	Know some of the physical geographical features of the African countries studied	Know and describe some physical features of the rainforest	Know some of the physical geographical features in the focus locations
Geographical Vocabulary	To know and understand key vocabulary related to geographical processes	Know and understand the term 'urbanisation' with reference to Athens	Know and understand the term 'desertification' and use it in the context of Africa	Know and understand the term 'tropical' and 'equatorial'	Know and understand the meaning of 'country', 'county' and 'city' and give examples
Locations & Environments	To know and understand the Interrelationship between location and environment	Know that Athens' geographical location meant it became a wealthy naval trade centre	Know the location of Africa in relation to the equator	Know that because tropical rainforests are located near the equator, this impacts on climate	Know what aspects of the locality would appeal to different groups of people e.g. young families
Similarities & Differences	To understand how and why some places and features are similar or different, giving reasons	Know some of the differences between the features of Greece and your own locality	Know that there are 54 countries in Africa and identify some of the differences between them e.g. climate	Know that there are no seasons at the equator and every day of the year has 12 hours of sunlight	Know some of the ways that the locality has changed over time in terms of similarities and differences
Overview of theme		Athens v Sparta As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient. To know the location of Greece	Come fly with me! Africa In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be	Under the Canopy Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity. Concepts NC - Locate the world's countries, concentrating environmental regions, key	Out and About Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.



Geography

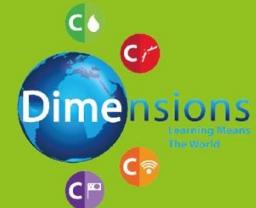


		<p>best to grow certain foods. They also learn about seasonality and Fairtrade.</p> <p>Concepts</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To know the location of the continent of Africa and identify its largest countries</p> <p>To know about some aspects of African culture</p>	<p>physical and human characteristics, countries and major cities</p> <p>NC - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)</p> <p>To learn about the tropical rainforest biome as an ecosystem</p>	<p>PRIMARY SCHOOL</p> <p>A. To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time (NC)</p> <p>B. To know and use the eight points of a compass, four-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 (NC)</p> <p>C. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world</p> <p>To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)</p>
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Geography



Year 3 Composites and Components – Knowledge

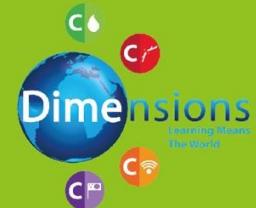
Come Fly with Me! Africa

Composite	Components
To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)	To know that a map is a drawing of areas of land To know that a globe is a map on the surface of a sphere to represent the Earth To know that Google Maps and Google Earth are forms of digital mapping
To know the location of the continent of Africa and identify its largest countries	To be able to name the seven continents: - Europe, Asia, North America, South America, Arctic, Australia (Oceania) To know that the continent of Africa is in the Northern and Southern Hemisphere To know that a country is a nation with its own government, occupying a particular territory To know how to use a map to find Africa's largest countries To know that a city is a large or important town and that every country names one of these as its capital To be able to name some of the major countries and their cities in Africa
To know about some aspects of African culture	To know that in many of the African countries, different languages are spoken and/or written To know that some animals are in danger because they are being overhunted to make money or because tourism is destroying their habitats To know that the climate in Africa affects the types of food grown To know that the movement of people (immigration) has influenced the types of foods eaten





Geography



Year 3 Composites and Components – Knowledge

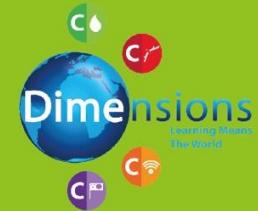
Under the Canopy

Composite	Components
To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (NC)	To know the difference between a continent (a land mass made up of countries) and a country (a nation with its own government, occupying a particular territory) To understand how to use a map or globe to locate countries To know that a city is a large or important town and that every country names one of these as its capital
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night) (NC)	To know that latitude and longitude are imaginary lines that are used as coordinates to help us to find locations on the Earth To know that the invisible horizontal line around the middle of the earth is called the Equator To know that the Equator divides the Earth into two halves, the upper part which is called the Northern Hemisphere and the lower part called the Southern Hemisphere To know that Australia is in Australasia (Oceania) in the Southern Hemisphere To know that Mexico is in North America in the Northern Hemisphere To know that there are other important invisible lines of latitude, including the Tropic of Cancer to the north of the Equator and the Tropic of Capricorn to the south of the Equator To know there is an imaginary line running through the UK called the Prime / Greenwich Meridian and that this splits the world into eastern and western hemispheres To know that times east of the Prime Meridian are always ahead of the UK To know that times west of the Prime Meridian are always behind the UK To know that the UK, Australia and Mexico are in different time zones
To learn about the tropical rainforest biome as an ecosystem	To know that a biome is a large region of the Earth that has certain types of climate and certain types of things living there e.g. forest To know that biomes can be split into smaller areas called ecosystems where plants and animals depend on each other for survival To know that a rainforest is a biome To know that a rainforest is a tropical forest found in countries near or on the Equator and the climate is very wet, hot and humid To know that a rainforest is typically made up of four layers: the forest floor, the under canopy, the canopy, and the emergent layer To be able to locate the Amazon Rainforest on a map/globe To know that the Amazon Rainforest is the world's largest tropical rainforest To know that the River Amazon runs through the rainforest
To learn about rainforest sustainability	To know that sustainability means to look after resources for future generations To know that many rainforests are being affected by deforestation which means cutting down trees in huge numbers so that vast areas of forest are being lost To know that deforestation is happening for wood to be used to make buildings, furniture or paper or to make way for farmland To know that many animals in the Amazon are endangered because humans are destroying their ecosystems To know that rainforests produce about 20% of the world's oxygen





Geography



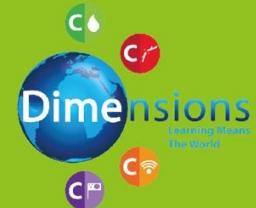
Year 3 Composites and Components – Knowledge

Out & About	
Composite	Components
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, rivers), and understand how some of these aspects have changed over time (NC)	To know how to find different locations on a map/globe including cities, countries and continents To know that the term 'physical features' means geographic features that are natural e.g., island, river To know that the term 'human features' means geographical features that are man-made i.e. county, city To know that physical and human features can change the landscape and that some of these changes happen over time To know that a village is a small community in a rural area To know a town is a populated area with fixed boundaries and a local government To know that a city is a large or important town To know the countries of the UK and their capital cities To know that each of the UK countries has its own flag
To know and use the eight points of a compass, four-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 (NC)	To know there can be eight points on a compass and be able to name them; North, North East, North West, South, South East, South West, East and West To know that a scale on a map helps us to measure and understand real-life distances To know that a grid reference tells us where something is on a map To know that there are two parts to a grid reference: the first letter or number tells you where something is horizontally, and the second number or letter tells you where something is vertically To know that an Ordnance Survey map is a detailed map produced by the British or Irish government To know what some of the key symbols are on an Ordnance Survey Map To know how to use an Ordnance Survey Map to investigate more detailed geographical features
To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world	To know how to find different locations on a map/globe including cities, countries and continents To know that grid reference tells us where something is on a map To know that there are two parts to a grid reference the first letter or number tells you where something is horizontally, and the second number or letter tells you where something is vertically To know what some of the key symbols are on an Ordnance Survey Map To know that different settlements have been established and have grown for different reasons e.g., fresh water, shelter, safety, fishing, farming, markets, factories (To know that history and the movement of people were not always the same in all parts of a country) (To know that what and where people are building constantly changes through time)
To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)	To know there can be eight points on a compass and be able to name them To know that a map is always smaller than the distance it represents To know a scale is on a map shows how distances on the map are related to actual distances To know how to find local places on an Ordnance Survey map To know that fieldwork means studying geography outdoors To know that fieldwork involves collecting evidence to answer specific questions





Geography



Year 4 – Key Knowledge Builder

	Composite	Window on the World NC Essentials	Picture Our Planet
Processes & Changes	To know that both primary and secondary sources of evidence show process and change	Know that Google Earth and Google Maps provide satellite images of areas to show change over time	Know that photographs and film footage is useful evidence when investigating the story of pollution in the Sao Paolo River
Human Geography	To know, compare and describe some human geographical features in the wider world	Know why factories and industrial areas are often located near ports	Describe some of the human geographical features of the countries studied and compare them
Physical Geography	To know, compare and describe some physical Geographical features in the wider world	Know why the Suez Canal is important in terms of global trade	Describe some of the physical geographical features of the countries studied and compare them
Geographical Vocabulary	To know and understand key vocabulary related to geographical processes	Know and understand the term 'deforestation' and how it links to animal extinction	Know and understand the terms 'urbanisation' and 'conservation' in relation to Scotland
Locations & Environments	To know and understand the interrelationship between location and environment	Know some of the reasons why people nowadays choose particular new places to settle	Know that the very different climates in the three focus countries affects wildlife
Similarities & Differences	To understand how and why some places and features are similar or different, giving reasons	Explain how the focus areas studied for food importation compare to your own locality	Know the reasons for some of the differences between the features of the countries studied and your own locality
Overview of theme	<p>Window on the World</p> <p>Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.</p> <p>Concepts</p> <ul style="list-style-type: none"> A. To describe and understand key aspects of human geography, including types of settlement and land use (NC) B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC) <p>To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries</p>	<p>Picture Our Planet</p> <p>Learning is centred around three contrasting localities: - Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.</p> <p>Concepts</p> <p>NC - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> A. To know some key facts about Brazil / Scotland / Fiji B. To know some of the physical features of Brazil / Scotland / Fiji C. To know some of the human features of Brazil / Scotland / Fiji D. To understand some of the traditions and customs of Brazil / Scotland / Fiji To understand how Brazil / Scotland / Fiji is tackling conservation issues 	





Geography



Year 4 Composites and Components –Knowledge

Picture Our Planet

Composite	Components
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (NC)	
To know some key facts about Brazil / Scotland / Fiji	<ul style="list-style-type: none"> To know that Brazil, Scotland and Fiji are in different continents and to be able to name them To know that Brazil, Scotland and Fiji are in different time zones To know that the capital city of Brazil is Brasilia, the main language spoken is Portuguese and it's the largest country in South America and the fifth largest country in the world To know that Scotland is part of the United Kingdom in Europe, its capital city is Edinburgh, and its official languages are English and Gaelic To know that Fiji is made up of over 330 islands on the continent of Australasia (Oceania), it has three official languages including English, and its capital city is Suva
To know some of the physical features of Brazil / Scotland / Fiji	<ul style="list-style-type: none"> To know that a mountain is an area of land that is much higher than the surrounding area To know that Sugar Loaf Mountain in Brazil is a famous physical feature To know that there are rainforests in Brazil and to be able to use a map to locate and name them To know that Scotland is an area of mountains, lochs (lakes) and islands To know that loch is an Irish and Scottish name for 'lake' To know that an island is land surrounded by water and an archipelago is a large group of islands To know that Fiji is a large group of volcanic islands
To know some of the human features of Brazil / Scotland / Fiji	<ul style="list-style-type: none"> To know that a colony is a group of people from one country who build a settlement or expand their territory in another land or territory To know that Brasilia is a very modern city and it was only built about 60 years ago To know that Sugar Loaf Mountain is in the city of Rio de Janeiro and is famous for its landmark statue of Christ the Redeemer To know that Scotland is famous for its castles and palaces, including Holyrood Castle where Queen Elizabeth II's body was taken just after she died To know that Levuka was the capital city when Fiji was a British Colony and is now a world heritage site, because of its outstanding historical buildings To know that tourism is very important to Fiji and is the way that most people earn a living
To understand some of the traditions and customs of Brazil / Scotland / Fiji	<ul style="list-style-type: none"> To know that football, carnivals and chocolate are a key part of Brazilian culture To know that the world's biggest carnival is held in the Brazilian city of Rio de Janeiro To know that Scotland has cultures and traditions that are different to the rest of the UK e.g. highland games, kilts and clans, bagpipes, food and Hogmanay To know that some people believe there is a monster living in Loch Ness (a lake) in Scotland To know that rugby is Fiji's national game and is a very important part of its culture
To understand how Brazil / Scotland / Fiji is tackling conservation issue	<ul style="list-style-type: none"> To know that climate change is also a concern in Fiji, with the threat of fires and rising sea levels To know that sewage pollution is a worldwide problem and Brazil is trying to improve its sewage pollution problem in the River Tiete To know that there are species of wildlife in Scotland at risk of extinction and name them To know that the Scottish Wildlife Trust is a group that is actively looking for ways to save Scotland's wildlife To know that deforestation is a huge problem in Fiji





Geography



Year 4 Composites and Components –Knowledge

Window on the World

Composite	Components
To describe and understand key aspects of human geography, including types of settlement and land use (NC)	<ul style="list-style-type: none"> To know that human geography refers to man-made things in different locations To know that a village is a small community in a rural area To know that a town is a populated area with fixed boundaries and a local government To know that a city is a large or important town To know that a 'settler' is a person who has moved to a new area To understand different settlements have been established over hundreds or thousands of years To know these settlements have grown for different reasons e.g., fresh water, shelter, safety, fishing, farming, markets, factories To know that maps show us different types of settlements and where they are located To know that Google Earth and Google Maps provide satellite images of areas and can show change over time
To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)	<ul style="list-style-type: none"> To know that we eat food that is grown or made all over the world e.g bananas, coconuts To know that many of the things we use in everyday life were made in other parts of the world To understand trade means to exchange, buy or sell goods To know that most goods are moved around the world in container ships To know that a container ship is a huge vessel where goods are packed together in very large crates To know that a port is a place at the edge of an ocean, sea, river or lake where ships can load and unload their cargo and supplies for people To know the role a port plays in the transportation of goods around the world To know why factories are often built near ports i.e. to make new products out of raw materials To know that import means buying goods from and export means selling goods to other countries To know where the Suez Canal is located on a map To know that the Suez Canal is important for world trade because it links Asia to Europe and so ships do not have to sail around Africa
To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries	<ul style="list-style-type: none"> To know that Hong Kong is a country in the continent of Asia To be able to locate Hong Kong on a world map To know that an environmental problem arises when human activity brings about changes that are harmful to the environment To know that the extinction of a plant or animal species occurs when there are no more individuals of that species alive anywhere in the world To understand that biodiversity means that a variety of different things are living together in an area To understand changes to biodiversity can endanger different living things To know that there are different living things endangered around the world which means they may soon become extinct To understand that action is being taken to protect wildlife, people and habitats and that this is called conservation To know that a zoo is a place where animals are kept (captivity) and shown to visitors To know that many zoos are now concentrating on captive breeding to save animals from extinction as well as a place to visit





Geography



Year 4 Composites and Components –Knowledge

Seasons Around the World – Autumn in Canada

Composite	Components
To 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 (NC)	To know how to locate North America on a world map To know how to locate Canada on a map of North America To know that Canada is the second largest country in the world To know how to use a map to identify and name the major cities in Canada To know how to use a map to identify the major physical features in Canada e.g. Rockies
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (NC)	To know that Canada is in the Northern Hemisphere and north of the Tropic of Cancer To know that parts of Canada are in the Arctic Circle To know that Canada is so big there are six time zones To know there is four and a half hours difference between the east and the west coast
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (NC)	To know that deciduous trees grow in both Canada and the UK To know that temperatures drop in both Canada and the UK in autumn To know that the changing colour of the leaves in Canada attracts many tourists, unlike the UK
To discuss some of the key features of the autumn season in Canada	To know that autumn in Canada is called 'fall' To know that autumn in Canada takes place in September, October and November
To compare it to that of the same season in the UK	To know that autumn in the UK is in September, October and December





Geography



Year 4 Composites and Components –Knowledge

Seasons Around the World – Winter in Brazil

Composite	Components
To 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 (NC)	To know that some maps that show the outline of countries and others don't To know that there are different types of maps including climate maps To be able to locate some of Brazil's major cities such as Rio de Janeiro and the capital, Brasilia
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (NC)	To know that Brazil is in the southern hemisphere To know that seasons in the southern hemisphere are at different times to those in the northern hemisphere
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (NC)	To know that Brazil mainly has wet and dry seasons which is different to the UK To know that Brazil's winter is during the dry season which differs to the UK because winter in the UK can be very wet
To know that winter in Brazil runs from June to September	To know that the seasons in Brazil fall in opposite months to the UK e.g. summer is in November – January To know that winter in Brazil is at the same time as summer in the UK
To know that seasons in the Southern Hemisphere are opposite to those in the Northern Hemisphere	To know that seasonal conditions in winter in Brazil can vary across the country
To know that Brazil has wet and dry seasons	To know that, because Brazil has a tropical climate, the year can split into wet and dry seasons To know that the wet season in Brazil can bring monsoons and tropical storms with lots of rain To know that the dry season can be a little bit cooler than the wet season





Geography



Year 4 Composites and Components –Knowledge

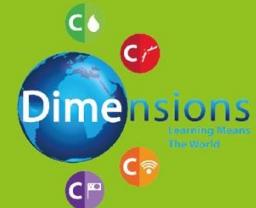
Seasons Around the World – Winter in Switzerland

Composite	Components
To 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 (NC)	To know that Switzerland is in Europe and to be able to names of some of the countries that surround it To know that Switzerland can be referred to as 'land-locked' because it does not have a coastline
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (NC)	To know that Switzerland is in the northern hemisphere which is the same as the UK To know that Switzerland is further south than the UK, so the summer tends to be warmer To know that Switzerland can have very cold winters with lots of snow
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (NC)	To know that snow sports are very popular in Switzerland because they have a lot of snow fall in the winter and high mountains, unlike the UK which doesn't get as much snow
To be able to locate some of Switzerland's mountainous areas on a map	To know that some of Switzerland is located within the Alps, a mountain range in Europe To know that some of the mountains in Switzerland are the highest in Europe
To understand how human influence has changed Switzerland's mountain geography	To know that Switzerland has some significant human geographical features such as the Jungfrau Railway and the Glacier Express that takes tourists into the mountains To know that these have been built to help people to reach higher points of the mountains for leisure and sport To know that before tourists, the Swiss people had different ways of getting higher up the mountains for farming and agriculture To know that humans have changed the mountain landscape by building ski resorts and adapting landscapes for ski runs





Geography



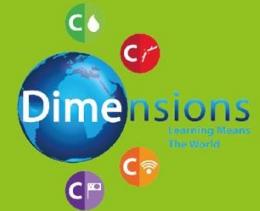
Key Vocabulary							
Adventurers 1 / Year 3				Adventurers 2 / Year 4			
Come Fly With Me! Africa				Picture Our Planet			
aerial photograph	desertification	South Africa	Uganda	archipelago	coral reef	locality	Sao Paulo
Africa	drought	Tanzania	Zambia	Brazil	country	loch	Scotland
Angola	equator	The Big Five	Zimbabwe	Christ the Redeemer	deforestation	mangrove	South America
Benin	Ethiopia	time zone		climate	endangered species	monolith	Sugar Loaf Mountain
Botswana	human geography	topology		coastal plain	Europe	Oceania	tourism
continent	Kenya	Namibia		colonial	grassland	plateau	urbanisation
country	landscape	physical geography		colony	inhabited	pollution	conservation
Congo	Malawi	safari		continent	Levuka	River Tiete	volcanic rock
							water cycle

Key Vocabulary							
Adventurers 1 / Year 3				Adventurers 2 / Year 4			
Out and About				Window on the World			
city	location	settlement	survey	settlement			
compass	mountain	southeast	symbol	trade			
country	navigation	southwest	topography	import			
county	glacier	northeast	valley	export			
fieldwork	GPS	northwest	weather	extinction			
key	grid reference	Ordnance Survey map		captive			
lake	human feature	physical feature		habitation			
landscape	industrialisation	region					





Geography



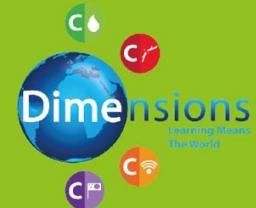
Key Vocabulary Adventurers 1 / Year 3

Under the Canopy		
aerial survey	equatorial	originate
biodiversity	fair trade	plaza
canopy layer	forest floor	satellite images
cocoa	fungi	sustainability
coffee	hemisphere	trees
conservation	humidity	Tropic of Cancer
deforestation	Mayan	Tropic of Capricorn
emergent layer	Mexico	tropical
equator		understory layer





Geography



NAVIGATORS- UKS2

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
Understand the reasons for different processes and resulting changes in a range of locations	Recognise, understand and explain patterns in human geography	Understand how the physical geography of a place influences the lives of its inhabitants	Know and understand more technical vocabulary e.g. biome, climate zone	Compare and contrast diverse locations and environments	Understand why different places employ different strategies for solving similar problems
Skills Progression					
Geography Skills Navigators 1 / Y5			Geography Skills Navigators 2 / Y6		
INVESTIGATION	Ge43 Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information		Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future		
OBSERVATION	Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places		Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features		
APPLICATION	Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area		Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs		





Geography



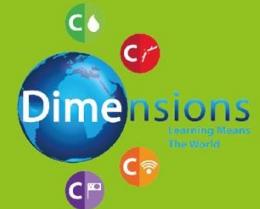
Knowledge Progression

Navigators 1 / Year 5	Navigators 2 / Year 6
<p>Come Fly With Me! America</p> <p> Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance. As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.</p> <p>Concepts</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities</p> <p>A. To be able to locate North and Central America, including some of the different countries and states</p> <p>B. To know about the weather and climate of North and Central America</p> <p>C. To identify the famous landmarks of North America, both physical and human</p>	<p>Full of Beans</p> <p> Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources.</p> <p>Concepts</p> <p>NC - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <ol style="list-style-type: none"> To learn about different types of beans To know how and where in the world beans are grown and how to plan an experiment to grow beans To know about different energy sources and where they come from To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source To learn how to save energy and understand the effect this will have on the environment (local / national / global level)
<p>Global Warning</p> <p> This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it effects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.</p> <p>Concepts</p> <p>A. To understand the meaning of the term 'pollution'</p> <p>B. To learn about water pollution and its effects</p> <p>C. To learn about air pollution and its effects</p> <p>D. To understand the link between waste and pollution</p>	<p>Time Team</p> <p>This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.</p> <p>Concepts</p> <p>NC - To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <ol style="list-style-type: none"> To locate and name five key landmarks in the local area using maps and plans To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time. To know how to apply their knowledge when giving a guided tour of the local area





Geography

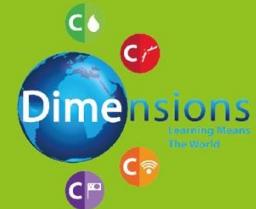


Theme Progression

Navigators 1 / Year 5	Navigators 2 / Year 6
<p>Been Around the World Project</p> <p>Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography. They will also look at why people live or move to either location and the differences in both the UK and Hong Kong's approaches to animal conservation.</p> <p>Concepts</p> <ul style="list-style-type: none"> A. To learn about the movement of people to new settlements and why people leave their home country for other countries B. To learn about the human and physical geography of Hong Kong and what factors influence settlement there C. To learn about the importance of trade links and find out more about who the UK trades with D. To debate whether more should be done to preserve habitats rather than breed animals for conservation in zoos 	<p>In Your Element</p> <p>Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaurus. Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers.</p> <p>Concepts</p> <p>NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time</p> <p>NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>Earth</p> <ul style="list-style-type: none"> A. To name and locate main UK and world mountains B. To learn about different types of rocks, soils and minerals C. To learn about earthquakes <p>Fire</p> <ul style="list-style-type: none"> D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava <p>Water</p> <ul style="list-style-type: none"> E. To learn about tsunamis and their link with earthquakes F. To name and locate main UK and world rivers and seas G. To learn about the use of water in trade links H. To learn about the distribution of water and water supplies e.g. drought, flooding <p>Air</p> <ul style="list-style-type: none"> I. To learn about climate zones <p>To know the difference between a tornado, hurricane and cyclone</p>
<p>Pharaoh Queen</p> <p>NC - To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>A study of Ancient Egypt provides an opportunity for pupils to build on their learning about Africa and the position and location of some of its countries. They will engage map reading skills in locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. It also provides an opportunity for pupils to learn more about rivers and associated processes and changes e.g. flooding, drought, whilst focusing on the River Nile.</p>	<p>Additional Knowledge "I Have a Dream..."</p> <p>As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.</p> <p>Wars of the World</p> <p>As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.</p>



Geography

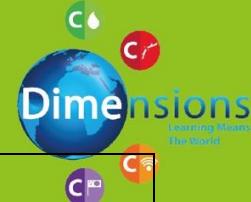


Year 5 – Key Knowledge Builder

	Composite	Been Around the World NC Essentials	Come Fly with Me! America	Global Warning
Processes & Changes	To understand the reasons for different processes and resulting changes in a range of locations	Know why some people move to new settlements or leave their home country for other countries	Know why America was largely populated by people from other nations, primarily Europeans	Know some of the causes and effects of air and water pollution in different parts of the world
Human Geography	To recognise, understand and explain patterns in human geography	Know about the land reclamation involved in moving the airport from the middle of the harbour in Hong Kong	Know why key buildings and bridges were built, when and by whom	Know that factors such as transport and manufacturing can affect pollution levels within a locality
Physical Geography	To understand how the physical geography of a place influences the lives of its inhabitants	Know that, because there is very little land available to build in Hong Kong, there are lots of high-rise buildings	Know which plants and animals are native to North America	Know that factors such as landscape and climate can affect pollution levels within a locality
Geographical Vocabulary	To know and understand more technical vocabulary e.g. biome, climate zone	Know and understand the terms 'import' and 'export'	Know and understand the term 'climate zone' when talking about the different areas of North America	Know and understand the words 'pollution', 'pollutant', 'reusable' and 'smog'
Locations & Environments	To compare and contrast diverse locations and environments	Know some similarities and differences between the landscape of the UK and that of Hong Kong	Know that there is a varied climate and physical geography throughout North America	Know some of the ways in which the human geography of air-polluted areas compares to places with clean air
Similarities & Differences	To understand why different places employ different strategies for solving similar problems	Understand how different localities deal with animal conservation concerns	Know how and why people in Florida prepare for extreme weather, such as hurricanes	Know that some countries recycle and re-use all waste products, and compare how this is done
Overview of theme	<p>Been Around the World Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography. They will also look at why people live or move to either location, and also the differences in both the UK and Hong Kong's approaches to animal conservation.</p>	<p>Come fly with me! America Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance. As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.</p> <p>Concepts NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC - Locate the world's countries, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To be able to locate North and Central America, including some of the different countries and states</p>	<p>Global Warning This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it affects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.</p> <p>Concepts To understand the meaning of the term 'pollution' To learn about water pollution and its effects To learn about air pollution and its effects To understand the link between waste and pollution</p>	



Geography



To know about the weather and climate of North and Central America
To identify the famous landmarks of North America, both physical and human

PRIMARY SCHOOL

Year 5 Composites and Components –Knowledge

Been Around the World

Composite	Components
To describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (NC)	To know that a settler is a person who has moved to a new area, and this has been happening for thousands of years still happens now To know that settlements have been established and have grown for different reasons e.g. fresh water, shelter, safety, fishing, hunting, farming, work
To learn about the movement of people to new settlements and why people leave their home country for other countries	To know that the term 'native country' means a country where a person is born To know that migration is the movement of people from one country to another To know that a person who moves away from a country is an emigrant from that country To know that a person who moves to a new country is called an immigrant to that country To know that, because travel is easier, more people are moving countries today to find work or a better lifestyle To know that, as technology develops, more people are moving countries to find work or a better lifestyle
To learn about the human and physical geography of Hong Kong and what factors influence settlement there	To know that urban means belonging to a town or city To know how to find out about the height of land using maps or satellite images To know how the height of the land has influenced building in Hong Kong To know that a natural resource is anything found in nature that can be used by living things e.g. water, forests
To learn about the important trade links and find out more about who the UK trades with	To know that import means to bring goods or buy from another country To know that export means to send abroad or sell to another country To know that trade is the buying and selling of goods and services To know that the UK trades with countries globally and to be able to locate these countries on a map
To debate whether more should be done to preserve habitats, rather than breed animals for conservation in zoos	To know that 'conservation' means protecting nature and the environment, including protecting endangered animals from extinction To know that endangered means a type of plant or animal that is in danger of disappearing forever To know the main reasons for disappearing habitats are the actions of humans e.g. illegal hunting, deforestation, agricultural developments and pollution To know that many zoos are now focusing on conservation and what this means for endangered animals





Geography



Year 5 Composites and Components –Knowledge

Come Fly with Me! America

Composite	Components
To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)	To know that a map is a drawing of part or all of the Earth's surface, drawn to different scales To know that an atlas is a collection of maps To know that a globe is a round model (sphere) of the Earth used like a map To know that digital mapping is a computer-readable representation of maps using up-to-date information e.g. GPS
To locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities (NC)	To know that a country is land that is controlled by a single government To know that a region is an area of land that has common features e.g. language, mountains To know that cities are bigger than towns, and towns are bigger than villages
To be able to locate North and Central America, including some of the different countries and states	To be able to find a range of physical and human features on a map To know that North America is split into six regions: Canada, Greenland, USA, Mexico, Central America and Greenland and that there are twenty-three countries) To know that Canada is the largest country in North America and its capital city is Ottawa To know that North America is bordered on the west by the Pacific Ocean and on the east by the Atlantic Ocean To know that most countries are divided into smaller parts called counties, states or provinces, each with its own local government To know that Central America is the section of land that links North America to South America and that it is geographically in North America) To know that Mexico City in Mexico is the largest city in North America with a population of about nine million people To know that the USA is the second largest country in North America and the third largest country in the world (after Russia and Canada) To know that the USA is split into fifty states and that the largest of these is Alaska To know that the capital of the USA is Washington DC
To know about the weather and climate of North and Central America	To know that settlements have been established as people have moved to find fresh water, shelter, safety, fishing, hunting, farming, work or even a better life To know that the climate and weather are very different in North and Central America To know that it gets colder the further North you travel To know that the weather and climate affected the types of settlements built To know that the weather and climate influenced how the Native Americans lived their lives i.e Nomadic, travelling for food To know that Native Americans were forced to leave their homes and live in unfertile areas of North America because of racist attitudes To know that the climate affected the different types of habitats of North and Central America
To identify the famous landmarks of North America, both physical and human	To know that North America is famous for these natural landmarks: Niagara Falls, Redwood National Park, The Grand Canyon, Yellowstone To know that North America is famous for these man-made landmarks; The White House, the Statue of Liberty, Mount Rushmore, Golden gate Bridge, Disneyland, Chichen Itza)





Geography



Year 5 Composites and Components –Knowledge

Global Warning

Composite	Components
To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)	To know that maps, atlases and digital computer mapping are all essential tools that help us understand the different physical and human features around the world To know that global refers to events that are happening all around the world
To understand the meaning of the word pollution	To know that pollution happens when gases, smoke and chemicals are introduced into the environment, making it harmful for humans, animals and plants To know that when we use things more than once, instead of throwing them away, it is called reusing To know that smog is a type of air pollution which is a mixture of fog and smoke
To learn about water pollution and its effects	To be able to name different types of water found on Earth To be able to locate the most polluted areas of water on Earth e.g. Pacific Ocean, Indian Ocean, The Yangtze River in China, The Ganges River in India To know that plastic pollution is a huge problem, killing wildlife on land and in the oceans To know some of the causes and effects of water pollution in different parts of the world To know whether water pollution has affected the local area
To learn about air pollution and its effects	To know some of the causes and effects of air pollution in different parts of the world To know that most air pollution comes from burning fossil fuels i.e. coal, natural gas, oil and nuclear energy To know some of the ways in which different countries deal with air pollution e.g. Seoul in South Korea has plans to create a “wind path forest” To know whether air pollution has affected the local area
To understand the link between waste and pollution	To know that factors such as transport and manufacturing can affect pollution within a locality To know how some human geography including housing, sewage systems and rubbish collection might make people more or less susceptible to high levels of pollution To know that pollution in different parts of the world is a major problem because of waste dumping e.g. Great Pacific Garbage Patch To know that recycling means making rubbish into something new, identifying the materials that can be recycled To know that recycling is essential to protect our planet as it helps reduce pollution To know about recycling and conservation in your local area To know that sustainability is important to save our environment from harm





Geography



Year 6 – Key Knowledge Builder

	Composite	In Your Element NC Essentials	Wars of the World C ¹	I Have a Dream...' C ¹⁰	Time Team NC Essentials	Full of Beans C ⁶
Processes & Changes	To understand the reasons for different processes and resulting changes in a range of locations	Know some of the ways in which the 2004 Boxing Day tsunami tragedy changed people's lives in Asia	Know some of the ways in which the borders, landscape and human geography of countries has been changed by wars	Know that lack of integrity in mining led to high levels of pollution and waste during the apartheid era in South Africa	Understand and explain how history has shaped your locality e.g. industrialisation	Know that countries in the Middle East have developed into the richest countries in the world because of their oil supply
Human Geography	To recognise, understand and explain patterns in human geography	Understand the importance of ports and harbours in the UK, past and present, in transporting goods throughout the world	Explain how the human geography of some of the areas studied might make them attractive to potential invaders	Explain how segregation, low economic growth and stark unemployment impacted on the human geography of South Africa	Know how and why changes in human geography have affected your locality	Know how their chosen country has developed over the last 20 / 30 years, in its appearance through human influence
Physical Geography	To understand how the physical geography of a place influences the lives of its inhabitants	Know that there are different makeups of soil and what these differences mean to e.g. farmers (growing crops) or builders	Explain how the physical geography of some of the areas studied might make them attractive to potential invaders	Know that the landscape (e.g. little rainfall, rocky ground) of the homelands adversely affected the lives of its inhabitants	Know how the physical geography of your locality (e.g. hills, rivers) impacts on buildings and infrastructure	Know that bean growth is linked to climate and give examples
Geographical Vocabulary	To know and understand more technical vocabulary e.g. biome, climate zone	Know and understand the terms 'crystal formations', 'climate zone' and 'biomes'	Know and understand the terms 'imperialism', 'conflict' and 'colonies'	Know and use the term 'segregation' with reference to the townships of South Africa	Know and understand the terms 'industrialisation' and 'property developer'	Understand what 'non-renewable' and 'renewable energy' is and give examples
Locations & Environments	To compare and contrast diverse locations and environments	Know some similarities and differences between mountain ranges	Know some of the ways in which the countries studied compare to each other	Explain how white and non - white areas of South Africa differed during the apartheid era	Know why your locality is similar to, and different from, other places in your country	Know which countries have the most fossil fuels and why this is
Similarities & Differences	To understand why different places employ different strategies for solving similar problems	Understand how living in a volcano zone affects communities and how they solve associated problems	Know some of the ways in which countries defend their land and borders (e.g. border control, naval defence, air strikes)	Know how SA and USA dealt with the social, economic and geographical problems caused by segregation	Know the main problems experienced in your locality and what is being done to solve them, compared to other places with the same problems	Explain why solar panels are being implemented in different ways in Korea, California and the Netherlands
Overview of theme		In Your Element Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Dinosaur. Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers. Concepts NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical	Wars of the World As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.	I Have a Dream...' As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.	Time Team This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project. Concepts NC - To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including	Full of Beans Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources. Concepts NC - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water To learn about different types of beans



Geography

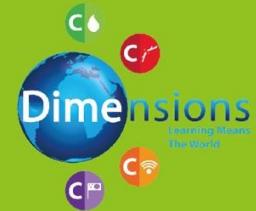


	<p>characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time</p> <p>NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>Earth To name and locate main UK and world mountains To learn about different types of rocks, soils and minerals To learn about earthquakes</p> <p>Fire To name and locate famous volcanoes, studying different types of volcanic material e.g. lava</p> <p>Water To learn about tsunamis and their link with earthquakes To name and locate main UK and world rivers and seas To learn about the use of water in trade links To learn about the distribution of water and water supplies e.g. drought, flooding</p> <p>Air To learn about climate zones To know the difference between a tornado, hurricane and cyclone</p>			<p>sketch maps, plans and graphs, and digital technologies</p> <p>PRIMARY SCHOOL</p> <p>To locate and name five key landmarks in the local area using maps and plans</p> <p>To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time.</p> <p>To know how to apply their knowledge when giving a guided tour of the local area</p>	<p>To know how and where in the world beans are grown and how to plan an experiment to grow beans</p> <p>To know about different energy sources and where they come from</p> <p>To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source</p> <p>To learn how to save energy and understand the effect this will have on the environment (local / national / global level)</p>
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Geography



Year 6 Composites and Components –Knowledge

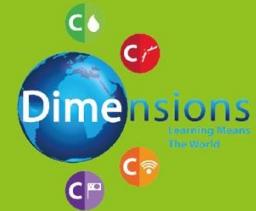
Full of Beans

Composite	Components
To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water (NC)	To know that the world's most important natural resources are water, air, sunlight, coal, oil, natural gas and metals To know that we use natural resources for light, heating and energy To know how to locate where the major sources of fossil fuels (coal, natural gas and oil) are found on a world map To know some of the problems that using fossil fuels creates, such as pollution To know how to locate water sources on maps
To know how and where in the world beans are grown and how to plan an experiment to grow beans	To know that, because of world climates, different types of beans are grown all around the world and be able to locate these places on a world map To know that different beans are grown in different climates and why
To know about different energy sources and where they come from	To know the different types of energy sources - fossil fuels, wind, solar To know where the major energy resources in the world are found To understand how energy resources change their local environment
To learn more about non-renewable energy and the advantages and disadvantages of each source	To know that fossil fuels won't last forever so they are non-renewable To know that some fuels are called renewable energy or clean /green energy because they will not run out or pollute the air or water To know that wind, solar and hydropower are all sustainable sources of energy To be able to locate renewable energy sources on local maps and UK maps
To learn how to save energy and understand the effect this will have on the environment) local/national/global level)	To know that sustainable means that there will be little or no damage to the environment To know that we must switch electrical items off when we are not using them to save energy To know that everyone is responsible for saving energy to reduce the impact of climate change





Geography



Year 6 Composites and Components –Knowledge

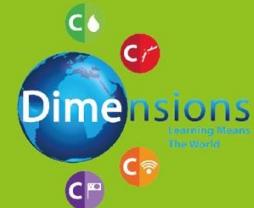
Time Team

Composite	Components
To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)	To know that Ordnance Survey maps and digital maps can be used to identify local features using a key and symbols To know that your locality is part of a region with similarities and differences to other regions of the UK
To locate and name five key landmarks in the local area using maps and plans	To know how and why your locality is similar and different compared to other places studied in your country and be able to give physical and human examples To know what a key landmark is To know that reading a map scale is important when planning a walk
To learn about the five key landmarks, using a variety of sources and asking relevant questions discovering how they have changed over time	To know that we can compare landmarks on maps using symbols to identify features To identify five key landmarks in the local area To know that, by using maps from the past, we can learn about the changes in the locality being studied e.g. road layout, building changes, the disappearance of factories To know that the physical geography of the locality contributes to the life of the community e.g. tourism to areas of natural beauty To know that the physical geography of the locality (e.g. hills, rivers) impacts on building and infrastructure e.g. bridges, roads, railways
To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time	To know that maps need a scale to demonstrate distance on a map and to explain the real-life distance To know that a compass needle always points to the North so we can use this to decide which direction to take. To know that by using symbols when drawing a map, we can provide more details for the reader to follow
To know how to apply their knowledge when giving a guided tour of the local area	To know that events of the past have shaped how the locality looks today e.g. Industrialisation and the types of buildings, canals and railways





Geography



Year 6 Composites and Components –Knowledge

In Your Element

Composite	Components
To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time (NC)	<p>To know the names and be able to locate the four countries in the UK and their capital cities</p> <p>To know that each country in the UK is split into smaller regions or counties</p> <p>To know the name of the county where school is located</p> <p>To know that there are certain physical characteristics which are similar around the country e.g. mountains in Wales, Scotland and the Lake District</p>
To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water (NC)	<p>To know that a natural resource is anything found in nature that can be used by living things e.g. water, forests, minerals, animals, air</p> <p>To know that minerals are solid substances that can be found naturally e.g. gold, coal, oil</p> <p>To know that energy resources, food, mineral and water are not distributed equally so countries trade their resources to meet their needs</p>
To name and locate main UK and world mountains	<p>To know that a mountain is a mass of earth or rock which is taller than 304.8m and rises up from the surrounding land</p> <p>To know some of the similarities and differences between mountain ranges</p> <p>To know that Ben Nevis is the tallest mountain in the UK at 1354 metres</p> <p>To know that Everest is the tallest mountain in the world at 8849 metres</p>
To learn about different types of rocks, soils and minerals	<p>To know that minerals occur naturally, and make up the Earth's rocks, sands and soils e.g. salt, quartz</p> <p>To know that a rock is a natural solid object that is made up of two or more minerals</p> <p>To know that some rocks are harder than others</p> <p>To know that soil is a mixture of minerals and organic materials that covers most of the Earth's surface</p> <p>To know that soils are different and that some are better for growing than others</p>
To describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (NC)	<p>To know that a climate zone is an area that has its own distinct weather pattern and its own type of vegetation and wildlife</p> <p>To know that a biome is an area of the earth characterised by its climate, soil, animals and plants</p> <p>To know that a vegetation belt is an area with distinct plant types which have been determined by the climate, soil and water</p> <p>To know that the water cycle is the continuous process by which water moves between the earth and the atmosphere, and how it can be used to explain rainfall</p>
To learn about earthquakes	<p>To know that the Earth has many layers, and the top layer is called the crust</p> <p>To know that this crust is made up of between fifteen and twenty tectonic plates that are always moving</p> <p>To identify where some of these tectonic plates meet using maps</p> <p>To know that earthquakes occur when the pressure has built up after the plates rub against each other or push towards each other</p> <p>To know that some of the world's greatest mountain ranges have been formed by tectonic plates pushing together e.g. The Alps in Europe</p> <p>To know that most earthquakes occur around the edge of the Pacific Ocean</p>
To name and locate famous volcanoes, studying different types of volcanic material e.g. lava	<p>To know that a volcano is an opening in the Earth's crust that allows liquid, ash and hot gasses to escape from deep within the Earth</p> <p>To know that hot molten rocks and gas is called magma when it is inside the Earth and is called lava when it reaches the Earth's surface</p> <p>To know that most volcanoes are found where the plates on the Earth's crust meet and that most of these are around the Pacific Ocean along a belt called The Ring of Fire</p> <p>To know how to locate volcanoes on a map</p> <p>To know there are different types of volcanoes and to be able to explain the difference between 'active' and 'dormant'</p> <p>To know that volcanoes can be found on land, under the sea and under the ice caps</p> <p>To know that Kilauea, on the island of Hawaii, has been erupting since 1983, making it the most active volcano in the world</p> <p>To know that living near a volcano affects communities because the soil is fertile for growing crops, the heat from the volcano provides energy and tourism provides jobs</p>
To learn about tsunamis and their link with earthquakes	<p>To know that destructive natural disasters sometimes occur around the world</p> <p>To know that a tsunami is a very large and powerful ocean wave</p> <p>To know that most tsunamis occur within the Pacific Ocean's Ring of Fire</p> <p>To know that tsunamis are caused by large, undersea earthquakes at the edge of the tectonic plates</p> <p>To know some of the ways in which the 2004 Boxing Day tsunami tragedy changed landscapes in Asia</p>



Geography

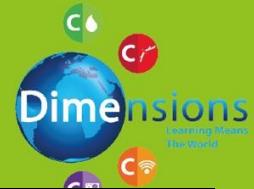


To learn about the use of water in trade links	To know that trade is when individuals, groups or countries buy or sell goods To know that a canal is a man-made waterway built to connect lakes, rivers or oceans to carry heavy goods To know that most canals in the UK were built before trains and cars to transport heavy goods To know that the Suez Canal and the Panama Canal are two very important world canals	PRIMARY SCHOOL
To learn about the distribution of water and water supplies e.g., drought, flooding	To know that water covers 71% of the planet and is necessary for all life To know that when water overflows onto dry land, a flood takes place To know that sometimes floods can be dangerous and cause lots of damage to land and buildings To know that floods are more likely to occur where the land is low or near to rivers To know that wherever there is a shortage of rain over a period of time this is called drought and how droughts cause serious problems for populations To know that increased drought or flooding in recent years has been caused by climate change	CPA
To learn about climate zones	To know that a climate zone is an area that has its own distinct weather patterns and its own type of soil, vegetation, and wildlife To know that the Earth has different climate zones and that the hottest weather is in the areas around the Equator between the Tropic of Cancer and the Tropic of Capricorn To know that the coldest climates can be found using the lines of latitude called the Arctic Circle and the Antarctic Circle	
To know the difference between a tornado, hurricane and cyclone	To know that there are weather extremes that occur around the world at different times To know that a tornado is a type of storm in which powerful rotating winds form a column that reaches from a cloud to the ground To know that tornados are the strongest winds on earth and that most of them occur in the USA To know the time of year most tornadoes occur To know that a hurricane is a giant tropical storm over waters near the equator To know that hurricanes are called typhoons in the Northwest Pacific and cyclones in the South Pacific and Indian Oceans To know the time of year most hurricanes and typhoons occur	





Geography



Key Vocabulary

Navigators 1 / Year 5				Navigators 2 / Year 6		
Come Fly With Me! America				Full of Beans		
alpine	continent	Mediterranean	Sioux	climate	gas	sources
apache	country	Mexico	state	coal	location	sustainable
Canada	deciduous	migrate	Statue of Liberty	consumption	non-renewable energy	
Caribbean	desert	Native American	tribe	continent	sources	
Central America	grassland	Navajo	tundra	country	oil	
Cherokee	Greenland	rainforest	unfertile land	cultivation	pollution	
climate zone	hurricanes	region		fossil fuel	renewable energy	
coniferous	indigenous	settlement				

Key Vocabulary

Navigators 1 / Year 5				Navigators 2 / Year 6		
Global Warning				Time Team		
air pollution	pollutants			compass points	ordnance survey maps	
biodegradable	pollution levels			grid reference	property developer	
cultivation	recycle			human geography	road layout	
environment	reusable			industrialisation	southeast	
gyre	smog			locality	southwest	
manufacturing	sustainability			northeast		
methane	waste			northwest		
nurdles	water pollution					





Geoaraphy



Key Vocabulary

Navigators 1 / Year 5				Navigators 2 / Year 6			
Additional Knowledge - Been Around the World				Additional Knowledge - "I Have a Dream..."			
immigration	Hong Kong	typhoon	trade link		outskirts	population	South Africa
emigrate	China	humid	native species		overcrowding	segregation	Township
migrate	land reclamation	export	breeding programme		physical geography	settlement	unemployment
sampan	MTR	import	endangered species		pollution	slum	waste
			conservation			social problems	
Additional Knowledge - Pharaoh Queen				Additional Knowledge - Wars of the World			
transcontinental	equator	meander		territory			
river	Tropic of Cancer	flood / flood plain		nation			
dam	Tropic of Capricorn	drought		colony			
canal	estuary	springs		battlefield			
agriculture		river mouth					
				In Your Element			
				biomes	hurricane	soil	
				climate	lava	tectonic plate	
				crystal formations	magma	tornado	
				climate zone	minerals	tsunami	
				drought	mountain	typhoon	
				earthquake	mountain range	volcano	
				flood	rock		

