



Geography

~~~~Intent~~~~

Our intent is to provide a high-quality geography education which engages and inspires our pupils and encourages a curiosity and fascination about the world and its people. We strive to inspire all pupils to fulfil their potential, regardless of background, gender, ethnic origin or additional needs, cultivating a love of Geography, whilst developing their knowledge and understanding. Our curriculum is carefully planned and sequenced; at Key Stage 2 we use the Opening Worlds materials. Key subject-specific vocabulary is built-on and developed throughout the pupils' time in school.



Reception

What our Reception children should be able to do:

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
2. 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
3. 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.

Topic →	People, Culture and Communities Past and Present	Natural World	Chinese New Year	Dinosaurs	Care and Concern for Living Things
Skills covered	1, 2, 3	1	2, 3	1, 3	1, 3
Activities	<p>Where we live. Can we describe it?</p> <p>Where do our families live? What is different about these places? Bringing children's personal experiences and knowledge into geography.</p> <p>Where is our school?</p> <p>Where is Stretham?</p> <p>Where is England in the world?</p>	<p>How the seasons change throughout the year. Experiencing autumn, winter spring and summer through Forest School</p> <p>Artwork to show the changes in the seasons.</p> <p>Different types of weather.</p> <p>What clothing we can wear in different types of weather to keep us comfortable and safe.</p> <p>How the weather and the seasons affect people in Stretham and our families.</p>	<p>The difference between land and sea.</p> <p>Where is China?</p> <p>How far away is China? How could we get to China?</p> <p>How Chinese New Year is celebrated. What traditions they have in Chinese culture.</p> <p>Similarities and differences of Chinese New Year to celebrating New Year in the UK, drawing from children's</p>	<p>Are all rocks the same? The different rocks we can find.</p> <p>Is a fossil a rock? What is it?</p> <p>What the pattern on a fossil is and how it got there.</p> <p>What the dinosaurs were. Are they similar to any animals that we have now?</p>	<p>Endangered Species. Which animals are endangered and where in the world we would find them.</p> <p>Growing and planting beans, cress, grass, flowers and plants. What do plants need to grow? Where do they get this from in nature?</p> <p>Investigating minibeasts. What minibeasts are there? What can we find in Forest School?</p>



			personal knowledge of celebrations.		
Vocab	Map Globe Stretham Cambridge Cambridgeshire Place Culture Community	Autumn Winter Spring Summer Seasons Weather Temperature	Land Sea Travel Barrier China Asia Traditions Celebrations Differences	Rock Fossil Dinosaur Pattern Extinct	Endangered species Protect Plants Nature Grow Minibeasts



Progression of Geography Skills & Knowledge through Key Stage 1

KS1 National Curriculum Objectives:

Locational Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Year 1

- To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom
- To name and locate the seas surrounding the UK

Year 2

- To name and locate the world's 7 continents
- To name and locate the world's 5 oceans

KS1 National Curriculum Objectives:

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country

Year 1

- To name some human and physical features of Stretham (village)
- To name some human and physical features of Ely (a city)
- To identify some similarities and differences between Stretham / Ely and a contrasting non-European country.

Year 2

- To name some human and physical features of a small area of the UK
- To name some human and physical features of a contrasting non-European country
- To identify similarities and differences between the two areas (as above).

KS1 National Curriculum Objectives:

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, vegetation, season and weather
 - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



Year 1	Year 2
<ul style="list-style-type: none"> • To describe seasonal and daily weather patterns in the UK; • To identify the equator; • To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including beach, forest, hill, mountain, sea, river, season and weather - Key human features, including: city, town, village, farm, house, office and shop 	<ul style="list-style-type: none"> • To identify seasonal and daily weather patterns in the UK; • To locate hot and cold areas of the world in relation to the Equator and the North and South Poles • To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p style="text-align: center;"><i>KS1 National Curriculum Objectives:</i></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage • Use simple compass directions (north, south east and west) and locational and directions language (for example, near, far, left and right), to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use 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 	
Year 1	Year 2
<ul style="list-style-type: none"> • To ask simple geographical questions e.g. what might it like to live there? • To use simple observational skills to study the geographical features of the school grounds and our local village; • To look at simple maps of the local area, identifying key features; • To use locational language (e.g. near, far, left, right,) to describe the location of features and routes; • To devise a simple map and plan, beginning to use aerial / plan view; • To use aerial photographs of the local area to recognise landmarks and basic human and physical features; • To locate the UK on a world map, atlas or globe; 	<ul style="list-style-type: none"> • To ask and answer simple geographical questions when investigating different places and environments • To use simple observational skills to study the geographical features of the school grounds and our local village; • To use simple compass directions (north, south east and west) to describe the location of features and routes; • To devise a simple map and plan, using aerial/plan views and basic symbols in a key; • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • To locate the UK and its four countries on a world map, atlas or globe; • To locate the 7 continents, 5 oceans and any other countries studied, on a world map, atlas or globe;



Year 1			
Units of Work	YEAR A		
	Autumn Term	Spring Term	Summer Term
	<p><u>Dungeons & Dragons</u></p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom (castles in our capital cities) To describe seasonal and daily weather patterns in the UK; 	<p><u>Travelling Around our Wonderful World</u></p> <ul style="list-style-type: none"> To name and locate the seas surrounding the UK To identify the equator; To describe seasonal and daily weather patterns in the UK; 	<p><u>Where my wellies take me</u> Local study of Stretham</p> <ul style="list-style-type: none"> To name some human and physical features of Stretham (village) To name some human and physical features of Ely / Cambridge (a city) To identify some similarities and differences between Stretham / Ely and a contrasting non-European country To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including beach, forest, hill, mountain, sea, river, season and weather Key human features, including: city, town, village, farm, house, office and shop To ask simple geographical questions e.g. what might it like to live there? To use simple observational skills to study the geographical features of the school grounds and our local village; To look at simple maps of the local area, identifying key features; To use locational language (e.g. near, far, left, right,) to describe the location of features and routes;



			<ul style="list-style-type: none"> To devise a simple map and plan, beginning to use aerial / plan view; To use aerial photographs of the local area to recognise landmarks and basic human and physical features; To locate the UK on a world map, atlas or globe; To describe seasonal and daily weather patterns in the UK;
Vocabulary	Map, globe, country, England, Northern Ireland, Scotland, Wales, United Kingdom, capital, city, London, Cardiff, Edinburgh, Belfast, seasons, seasonal weather patterns, Spring, Summer, Autumn, Winter, wind, rain, hail, fog, snow, storm, cloudy,	North Sea, English Channel, Irish Sea, Atlantic Ocean, Equator,	Human features, physical features, map, near, far, left, right, route, plan, aerial/ plan view, feature, church, footpath, carpark, school, beach, forest, hill, mountain, river, soil, weather, city, town, village, farm, house, office, shop, semi-detached, detached, terraced, bungalow, cottage,
Units of Work	YEAR B		
	Autumn Term	Spring Term	Summer Term
	<u>Superheroes</u> <ul style="list-style-type: none"> To describe seasonal and daily weather patterns in the UK; 	<u>Rumble in the Jungle</u> / Ely Cathedral <ul style="list-style-type: none"> To name some human and physical features of Stretham (village) To name some human and physical features of Ely / Cambridge (a city) To identify some similarities and differences between Stretham / Ely and a contrasting non-European country To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including beach, forest, hill, mountain, sea, river, season and weather 	<u>At the Seaside</u> <ul style="list-style-type: none"> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom To name and locate the seas surrounding the UK To identify the equator; To describe seasonal and daily weather patterns in the UK;



		<ul style="list-style-type: none">- Key human features, including: city, town, village, farm, house, office and shop• To ask simple geographical questions e.g. what might it like to live there?• To use simple observational skills to study the geographical features of the school grounds and our local village;• To look at simple maps of the local area, identifying key features;• To use locational language (e.g. near, far, left, right,) to describe the location of features and routes;• To devise a simple map and plan, beginning to use aerial / plan view;• To use aerial photographs of the local area to recognise landmarks and basic human and physical features;• To locate the UK on a world map, atlas or globe;• To describe seasonal and daily weather patterns in the UK;	
Vocabulary	<i>seasons, seasonal weather patterns, Spring, Summer, Autumn, Winter, wind, rain, hail, fog, snow, storm, cloudy,</i>	<i>human features, physical features, map, near, far, left, right, route, plan, aerial/ plan view, feature, church, footpath, carpark, school, beach, hill, mountain, river, weather, city, town, village, farm, house, office, shop, semi-detached, detached, terraced, bungalow, cottage, address,</i>	<i>Country, England, Northern Ireland, Scotland, Wales, United Kingdom, map, globe, capital, City, London, Cardiff, Edinburgh, Belfast, North Sea, English Channel, Irish Sea, Atlantic Ocean, Equator,</i>



Year 2			
Units of Work	YEAR A		
	Autumn Term	Spring Term	Summer Term
	<u>Dungeons & Dragons</u> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the UK; 	<u>Travelling Around our Wonderful World</u> <ul style="list-style-type: none"> To name and locate the world's 7 continents To name and locate the world's 5 oceans To locate hot and cold areas of the world in relation to the Equator and the North and South Poles To name some human and physical features of a small area of the UK To name some human and physical features of a contrasting non-European country To identify similarities and differences between the two areas (as above). To locate the UK and its four countries on a world map, atlas or globe; To locate the 7 continents, 5 oceans and any other countries studied, on a world map, atlas or globe; 	<u>Where my wellies take me</u> Local study of Stretham <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To ask and answer simple geographical questions when investigating different places and environments To use simple observational skills to study the geographical features of the school grounds and our local village; To use simple compass directions (north, south east and west) to describe the location of features and routes; To devise a simple map and plan, using aerial/plan views and basic symbols in a key; To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;



Vocabulary	seasonal weather, patterns, humid, sleet,	Asia, Africa, North America, South America, Antarctica, Europe, Australia, continent, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North Pole, South Pole, contrasting, similarities, differences,	North, South, East, West, compass points, hemisphere, key, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, lake, island, symbol
Units of Work	YEAR B		
	Autumn Term	Spring Term	Summer Term
	<u>Superheroes</u> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the UK; 	<u>Rumble in the Jungle</u> <u>/ Ely Cathedral</u> <ul style="list-style-type: none"> To name some human and physical features of a small area of the UK To name some human and physical features of a contrasting non-European country To identify similarities and differences between the two areas (as above). To locate hot and cold areas of the world in relation to the Equator and the North and South Poles To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop To ask and answer simple geographical questions when investigating different places and environments 	<u>At the Seaside</u> <ul style="list-style-type: none"> To name and locate the world's 7 continents To name and locate the world's 5 oceans To locate the UK and its four countries on a world map, atlas or globe; To locate the 7 continents, 5 oceans and any other countries studied, on a world map, atlas or globe;



		<ul style="list-style-type: none">• To use simple observational skills to study the geographical features of the school grounds and our local village;• To use simple compass directions (north, south east and west) to describe the location of features and routes;• To devise a simple map and plan, using aerial/plan views and basic symbols in a key;• To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	
<i>Vocabulary</i>	<i>seasonal weather, patterns, humid, sleet,</i>	<i>North, South, East, West, compass points, hemisphere, key, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, lake, island, symbol, contrasting, similarities, differences,</i>	<i>Asia, Africa, North America, South America, Antarctica, Europe, Australia, continent, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North Pole, South Pole, atlas, globe</i>



Year 3

A Year 3 geographer should be able to:

1. Know the name of a number of countries in the northern hemisphere.
2. Locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich Meridian on a map.
3. Know whether a country is located in the Southern or Northern Hemisphere.
4. Know why people may be attracted to live in cities.
5. Know why people may choose to live in one place rather than another.
6. Know about, describe, locate and name some of the world's most famous volcanoes.
7. Know about differences between living in the UK and a Mediterranean countries.
8. Map skills.
9. Research to discover features of villages, towns and cities and appreciate the differences
10. Know the areas of origin of the main ethnic groups In the UK and our school
11. Know the difference between the British Isles, Great Britain and the united kingdom
12. Know and label the main features of a river
13. Know the name of, and locate, a number of the world's highest mountains
14. Explain the features of a water cycle
15. Know what is meant by a biome and what are the features of a specific biome

Topic →	Rivers	Mountains	Cities and Settlements	Agriculture	Volcanoes	Climate and Biomes
Skills covered	1, 5, 8, 12, 14	1, 2, 3, 5, 8, 11, 13	1, 4, 5, 8, 9, 10		4, 5, 6	1, 2, 3, 7, 8, 15
Activities	<p>How do rivers, people and land affect each other?</p> <p>Depth focus: The River Indus - Its source, course, uses, and some of its environmental challenges. - How rivers get their water - the source, springs, the water</p>	<p>How do mountains interact with what is around them?</p> <p>Highest mountain in each of the four countries of the UK.</p> <p>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p>	<p>How are settlements similar and different?</p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.</p> <p>Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?)</p>	<p>How are we connected to farmers?</p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</p> <p>How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that</p>	<p>How do volcanoes affect a place?</p> <p>Structure and composition of the earth</p> <p>How and why volcanoes erupt</p> <p>Types of volcanoes</p> <p>Formation of volcanoes</p>	<p>How does the climate affect the way people live? (situated, through its examples, in Europe, so that European theme is launched simultaneously)</p> <p>Continent of Europe</p>



	<p>cycle (and so prepares for relationship between mountains and weather in Autumn 2).</p> <ul style="list-style-type: none"> - How do rivers shape the land? The river's load. - Flooding. <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales)</p> <ul style="list-style-type: none"> - Wildlife in the River Severn. - Fishing, local agriculture, pollution problems. 	<p>Why do people live on mountains?</p> <p>Depth focus: Andes and terraced farming</p> <p>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical theme:</p> <ul style="list-style-type: none"> - Relationship between mountains and weather. - Relationship between mountains and people. 	<p>How is London shaped by the River Thames?</p> <p>London as a conurbation and London boroughs</p> <p>Two cities: Cardiff and London, inc economy & transport.</p> <p>How do people move about in Cardiff? How do people move about in London? (e.g. tube map).</p> <p>Patterns of settlement in Cardiff and London.</p> <p>Map Skills: using a grid to find and compare locations.</p>	<p>do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</p> <p>Sheep farming in Wales - Snowdonia.</p> <p>Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn).</p> <p>New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. (This is the beginning of a running theme throughout KS2 on farming.)</p>	<p>Active, dormant and extinct volcanoes</p> <p>Link to settlements with section on why people still live near volcanoes</p> <p>Deepen Mediterranean theme via Mount Etna and human settlements around it.</p> <p>Why people visit volcanoes (work, tourism, farming, science)</p>	<p>Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</p> <p>Climate and relationship with oceans.</p> <p>Climate and biomes within climates</p> <p>Depth focus 1) Mediterranean climate</p> <p>Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.</p> <p>Introduction to latitude.</p> <p>Map Skills: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic.</p>
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Vocab	Mountain, Tibet, mountain range, Himalayas, springs, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan, river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro -power, parched, palla, province, Sindh, delicacy, source, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, ground water, transpiration, erosion, erodes, particles, load, deposits, deposition upper course riverbed V-shaped valley spurs	Hill, mountain, Ben Nevis, mountainous regions, mountain range, Himalayas, Mount Everest, peak, slopes, terraces, summit, Alps, Andes, terraced farming, Cairngorms, trek, valleys, Lake District, Pennines, Yorkshire Dales, Brecon Beacons, Snowdonia, above sea level, temperature	Settlement, hamlet farmstead, village, rural, inhabitants, church, village green, post office, small shops, primary school, pub, village hall, secondary school, facilities, railway station, urban settlement, adapt, coastal town, market town, city, university large hospitals, cathedral, airport, sprawling, urban, sprawl, boroughs, Londoners, the Tube, the Underground, conurbation flats, Cardiff, capital city, Taff, businesses, connect	Agriculture, arable, farming, pastoral farming, mixed farming, growing season, plough, graze, dairy farmers, marshlands, forests, hedges, erosion, yields, fertilisers, pesticides, organic food, seasonal food, local, vegetarian, vegan, shorn	Surface, mantle, core, scientists, oceanic crust, continental crust, iron, melted, erupting, molten, magma, lava, viscous, explosive, eruptions, gases, pressure vent, magma ,chamber, classify, composite, shield, Mount Etna, Supervolcano, weaknesses, magma chamber, solidify, volcanic bombs, secondary vents, crater, Mount Bromo, active, dormant, extinct, ancient, flow, lava flows, mudflows, pyroclastic flows, smother, disrupt, suffocate, clog, plumes, airspace, stranded, Mediterranean Sea, destructive, cable car, endangered region, population, enrich, fertile, citrus fruits, authorities, explosives, divert, evacuated,	Continent, oceans, Europe, Mediterranean Sea, Atlantic Ocean, Arctic Ocean, landlocked, weather, climate, Equator, latitude, tropical, polar, mild, currents, Gulf Stream, biomes, savannah, rainforest, tundra, Mediterranean climate, temperate climate, temperatures, seasons
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Year 4

What our Year 4 children should be able to do:

1. Know how to plan a journey from my town to another place in England
2. Know how to locate a number of cities in the UK on a map (including Cambridge and Ely)
3. Research to discover features of villages, towns and cities and appreciate the differences.
4. Know about, name and locate some of the main Islands that surround the UK
5. Know the areas of origin of the main ethnic groups In the UK and our school
6. Know the difference between the British Isles, Great Britain and the united kingdom
7. Use a road map to plan a journey from one city or town to another
8. Know and label the main features of a river
9. Know why most cities are located by a river
10. Know the name of, and locate, a number of the world's highest mountains
11. Know the features of an earthquake
12. Explain the features of a water cycle
13. Know what is meant by a biome and what are the features of a specific biome
14. Name the largest deserts In the world and locate desert regions In an atlas

Topic →	Rhine and the Mediterranean	Population	Coastal processes and Landforms	Tourism	Earthquakes	Deserts
Skills covered	8,	2, 3, 5		2, 7	11	12, 14
Activities	<p>How do humans use the Rhine and the Mediterranean?</p> <p>Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine.</p> <p>How the course of the river has been changed by human activity incl canals Mediterranean Sea (introduce term 'peninsula') Suez Canal.</p> <p>This will be quite a synoptic unit, using the Rhine and the</p>	<p>How do populations differ from place to place?</p> <p>Characteristics of population incl distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff.</p> <p>Welsh language and culture, effect of</p>	<p>How does the location of west Wales affect its coast?</p> <p>Processes of erosion, transportation & deposition.</p> <p>Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</p>	<p>How do tourists interact with a place?</p> <p>Depth focus 1: a seaside town (link back to coastal processes in previous unit) Depth focus 2: Wales - especially national parks, Snowdonia, links to early focus on Wales in various units;</p>	<p>What are the pros and cons of living near a tectonic fault line?</p> <p>Causes of earthquakes: tectonic plates and fault lines. Effects of earthquakes. How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p>	<p>Why are deserts located where they are?</p> <p>Arid and semi-arid parts of the world. Causes of deserts including desertification.</p> <p>Types of deserts in different parts of the world: Asia, Africa, Australia Polar</p>



	<p>Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p>Strong knowledge foundation now laid for continuing focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.</p>	<p>changing demographics Welsh or British? Idea of national identity. First look at how to use geographical data: the census.</p> <p>What kinds of questions do geographers ask? What are their tools?</p>	<p>Coastal habitats using contrasting examples, including coasts of the Indian Ocean</p> <p>Depth focus: West Wales</p>	<p>Revisit and use locational and place knowledge of Rhine and Mediterranean in Year 4 Autumn 1. Also use tourism references in Volcanoes Year 3 Summer 1 As appropriate: Patterns of tourism. Growth of tourism. Eco-friendly and non-eco friendly tourism. Types of tourism, e.g. cultural, adventure</p> <p>Map Skills 4: grid squares, 4-figure references, some map symbols.</p>	<p>Depth focus: California & the San Andreas fault</p> <p>Revisit knowledge on volcanoes from Year 4 Spring 1.</p>	<p>deserts in Antarctica and the Arctic. Flora and fauna in deserts. How humans live and adapt in deserts, inc desert art among indigenous Australians. The Great Steppe of Central Asia</p>
Vocab	<p>Alps, North Sea, tributary, Upper Rhine, Lower Rhine, confluence, Cologne, banks, flooding, flood, walls, port, harness, importing, Exporting, canal, wetlands, drained, lock, strait, enclosed, sea, peninsula, mainland, Suez Canal</p>	<p>Population, population density, sparsely populated, densely populated, population distribution, high population, density, low population density, migration, rural, urban, rural to urban migration, ethnic diverse census, ethnically diverse, ethnicity, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British identity.</p>	<p>Coastline, waves erosion, transport, transportation, groynes, depositing, deposit, deposition, landforms, bay, cliffs, headland, shingle, Jurassic Coast, preserved, fossils, cave, arch, stack, habitat, rock, pools, sand, dunes, coral reefs, Cardigan Bay</p>	<p>Seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy show, promenade, hotels, guest houses, tourists, tourism, activity, cultural, income, souvenirs, tourist, industry, Matterhorn, skis, ski-slope, ski-lift, advantage, disadvantages, environment,</p>	<p>Earthquake, tremors, aftershocks, visible, tectonic plates, plate, boundary, fault line, San Andreas fault, seven major plates, friction, epicentre, tsunami, focus, seismic waves, seismogram, magnitude, Richter scale, trembling, immediate effects, tidal wave, devastate, liquid, mud, environment, rubble, landslide, subsidence,</p>	



				destination, airports, airlines, sunshine, holiday, mainland, travel agencies, package holidays, accommodation, apartments, air pollution, services, economy, sustainable, sustainability, coral reef, ecotourism	long-term effects, prone, absorb, rubber, drill	
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Year 5

What our Year 5 children should be able to do:

1. Know, name and locate the capital cities of neighbouring European countries
2. **Know the countries that make up the European union**
3. Know why most cities are situated by rivers
4. Know about the course of a river
5. Name and locate many of the world's most famous rivers
6. Know why ports are Important and the role I play In distributing goods around the world
7. Know the names of a number of, and locate, a number of South and North American countries
8. Label layers of a rainforest
9. Know what deforestation means
10. **Know how to use graphs to record features such as temperature or rainfall across the world**
11. Know why industrial areas and ports are Important
12. Know how time zones work and calculate time differences around the world

Topic →	Why is California so thirsty?	Oceans	Migration in Europe and the world	North and South America	Amazon basin	Agriculture in the Amazon basin
Skills covered	3, 4, 5		1	7, 12	3, 4, 5, 8, 9	4, 6, 11
Activities	<p>How have the actions of people affected the drought in California?</p> <p>Depth focus on California, continuing natural resources theme (revisit water cycle from Year 3 Autumn 1.)</p> <ul style="list-style-type: none"> - Water in California - Farming - intensive farming - Growing almonds 	<p>How do oceans affect human behaviour and settlements?</p> <p>Revise locational knowledge. Revise distinction between oceans & seas.</p> <p>Oceans and climate (revise rainforests and climate).</p> <p>Oceans and trade.</p>	<p>Why do people migrate?</p> <p>Real migration stories in their own words, from Northern Ireland to Liverpool and from Turkey to London.</p> <p>Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and</p>	<p>What are the pros and cons of living in a megacity?</p> <p>Including population distribution (across world, but zoom in to North & South America).</p> <p>Megacities.</p> <p>Depth focus: Brazil's megacities. Urban-</p>	<p>In what ways does the geography of South America affect life in the Amazon?</p> <p>Recap on rivers. Amazon river - largest river in the world. Environment of Amazon.</p> <p>Rain forests, rainforest as ecosystem, relationship with</p>	<p>How does agriculture in the Amazon interact with other parts of the world?</p> <p>Start by revisiting UK farming (from Y3 Spring 2), then agriculture across the world, then zoom into the Amazon basin, as a region of South America.</p>



	- California aqueduct	<p>Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America.</p> <p>How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? climate change, transport, food, tourism.</p>	<p>extended in new contexts.</p> <p>Refugees, persecution, asylum, asylum seekers; challenges for refugees</p> <p>How does migration change places? London, Shetland Islands, Cambridgeshire</p> <p>Migration and identity: examples from diverse settings showing complexity of identity, dual identities and shifting identities, and the role of place in each.</p> <p>Understanding place in relation to scale. What scale (eg neighbourhood, country, street...) affects identity.</p>	<p>rural migration in Brazil, including informal settlements, like favelas.</p> <p>- Challenge stereotypes often held of the favelas.</p> <p>Map Skills 5: practise 4-figure references; learn more map symbols; other kinds of maps (showing demography).</p> <p>Latitude, longitude, time zones (Greenwich/Prime Meridian).</p>	<p>climate – the 'lungs of the world'. All prior and foundational knowledge re climate change now drawn on to resurface here.</p> <p>Living in the rainforest, deforestation, human settlement, economy, population distribution and movement etc. Depth study of indigenous children incl conversations between UK children and Amazon children.</p> <p>Third look at geographical data – building on Year 3, Summer 2.</p> <p>Map Skills 6: practise 4-figure references; learn more map symbols; relief (height and depth)</p>	<p>Supply chain (e.g. we're drinking coffee in UK)</p> <p>Globalisation and fair trade.</p> <p>Ethical implications arising, including climate change.</p> <p>Links with choices today, and now, in UK in 2020s.</p>
Vocab						



Year 6

What our Year 6 children should be able to do:

1. Know how to use an atlas by using the Index to find places
2. Know how to use some basic ordnance Survey map symbols
3. Know how to use Ordnance Survey symbols and six-figure grid references
4. Collect and accurately measure information (e.g. Rainfall, temperature, wind, speed, noise, levels)
5. Know why some places are similar and dissimilar In relation to their human and physical features
6. Know the main human and physical differences between developed and third world countries
7. Use Google Earth to locate a country or place of Interest and follow the journey of rivers etc
8. To know how people live in polar climates
9. To understand the need for natural resources in UK cities
10. To compare and contrast a UK settlement, a European settlement and one in North or South America

Topic →	Compare three contrasting regions	Polar Regions	Place based study – Population and Natural Resources			
Skills covered	5, 10	8	5,9			
Activities	<p>How have people and place affected the settlements in Wales, the Mediterranean and the Amazon?</p> <p>Pupils now equipped, from all material in Years 3, 4 and 5, to address this properly, comparing:</p> <ul style="list-style-type: none"> ● Wales and/or a UK city, ● Mediterranean and/or Rhine, ● Amazon basin and/or California. <p>Draw together with a synoptic exercise.</p> <p>Key themes: - Land-use and use of natural resources (sustainability and climate</p>	<p>How do people live in polar climates?</p> <p>Depth focus: the polar climate (and review of earlier work on climates and biomes)</p> <p>Depth focus: the Arctic (people live) and Antarctic (people don't live) Wildlife, fishing, sustainable development.</p>	<p>How do people in xxx use their natural resources?</p> <p>Natural resources in a UK city (water, food, electricity and green spaces): their movement, distribution and ownership. This culminates in an extended problem-solving exercise drawing on knowledge from</p>			<p>Post-SATs Y6 local fieldwork. Tasks deploying synthesis of all earlier knowledge. Map skills in action.</p>



	<p>change) Tourism and migration – ethical questions, values and attitudes.</p>	<p>How people live in the Arctic. Environmental issue - climate change.</p> <p>Antarctic – revisit climate issues – effects of climate change on Antarctic. Use and develop knowledge from oceans in Year 3. Polar and sub-polar regions. Eco-systems in the polar regions. Link to science. Antarctica (and revisit Arctic).</p> <p>Depth focus Patagonia - revisit earlier work on South America and links to Wales. Why is Welsh spoken in Patagonia?</p>	<p>multiple earlier enquiries/topics and all geographical skills, including skills with geographical data, knowledge about what is and isn't a geographical question.</p> <p>Project involving 'listening to London voices'. How do we link this with our geographical knowledge and geographical questioning/thinking?</p> <p>Drawing on and re-using prior knowledge of natural resources (water), the local river, economy, population distribution, effects on the disadvantaged – applied to London (links with London in the past – see Spring 1 and Spring 2 history). Map skills 7: 6-figure map references.</p>			
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