



# St Anthony's Catholic Primary School

## Geography Long Term Plans

<p><b>TOPIC TEACHING ORDER:</b>  <b>Year 1 – Our Local Area/ People &amp; Their Communities / Animals and their Continents</b>  <b>Year 2 – Seasons / Journeys (Food) / Our Wonderful World</b>  <b>Year 3 – Climate and Weather / Our World / Coasts</b>  <b>Year 4 – The Americas / Rivers and the Water Cycle / Earthquakes and Volcanoes</b>  <b>Year 5 – Changes in our Local Environment / Europe - A Study of the Alpine Region / Journeys - Trade</b>  <b>Year 6 – South America – The Amazon / Protecting the Environment / Our World in the Future</b></p>							
<p><b>Subject Cultural Capital = Geography vocabulary bank linked to the WALTs/Timelines</b>  <b>Differentiation = please see the differentiation for the EXC EM &amp; SEND (Please see SEND pupils IEPs when planning)</b>  <b>Minimum expectations to check for understanding during lessons = targeted questioning / mini whiteboards/ peer talk /using</b>  <b>Long term memory skill development strategy = LAST, LAST, LAST linked to the WALT</b>  <b>Literacy &amp; Numeracy skills development = Geography vocabulary bank linked to the WALT</b></p>							
EYFS Areas of Learning	Communication and Language	Understanding the World	Expressive Arts and Design	Mathematics	Literacy	Personal, Social and Emotional Development	Physical Development
	<ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Select shapes appropriately and combine them to make new ones.</li> <li>- Compare length, weight and capacity.</li> <li>- Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Use and understand recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>-Form positive attachments to adults &amp; friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Use a range of small tools.</li> </ul>

Year 1	Autumn 1 Our Local Area	Spring 1 People & Their Communities	Summer 1 Animals & Their Continents
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to key human features, including; city, town, house, office, hotel, church, shop, supermarket and park.</li> <li>- Use simple locational and directional language (e.g. near and far; left and right), to describe the location of features.</li> <li>- 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. [2]</li> <li>- 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. [2]</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Compare journeys &amp; landscapes using directional skills, compass names (north/south) and understand often / rarely, near / far to explain locations.</li> <li>• Reinforce vocabulary through looking at photos and sketches.</li> <li>• Use drawn maps as important examples to model the job of a map-maker for the class.</li> <li>• Use and add to a classroom plan and practise sequencing events on a journey.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, mountain, sea, ocean, river, valley, vegetation, season and weather.</li> <li>- Use world maps, atlases and globes to name and locate continents &amp; oceans.</li> <li>-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 [3]</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Through four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. (Margate/Dover - Kent Coast, rainforest - Brazil, desert - Mali, city - New York &amp; Sydney.)</li> <li>• Use virtual and imagined journeys to show children similarities and contrasts.</li> <li>• Focus on teaching about introduction to continents</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans. [6]</li> <li>- Identify seasonal 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. [6]</li> <li>-Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. [6]</li> <li>- Use simple compass directions (north, south, east and west) and locational and directional language (eg; near and far; left and right), to describe the location of features and routes on a map.</li> <li>-Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Through the study of five continents, give a geographical context to children's interests in, and prior knowledge of, animals.</li> <li>• Looking at the continents containing pandas, penguins, sharks and elephants, and the swallow, whilst focusing the children on</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a base map identifying significant features (landmarks) of their local area with a key and symbols.</li> <li>• Through focusing on the immediate locality where our class lives, children develop locational knowledge based on the view from the school and local walks.</li> <li>• Build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</li> </ul> <p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Compare journeys and landscapes and understand often/ rarely near/far. [2]</li> <li>• Use appropriate vocabulary in relation to the human and physical features of the local area.</li> <li>• Learn about maps, map-making and symbols and use appropriate language.</li> <li>• Know about the local area and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</li> <li>• Describe a journey on a map of the local area using simple locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using locational language prompted by their journey stick).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce North and South America, which is studied in the KS2 Programme of Study.</li> <li>• Present simplistic, single-view images of countries or whole continents</li> <li>• Balancing images and specific case study examples will allow for challenges against stereotypes and misconceptions.</li> </ul> <p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Name most of the nations and capitals of the UK.</li> <li>• Demonstrate locational awareness, name their local area, and that they live in the UK.</li> <li>• Understand that they live in the UK and it is an island. Identify the UK and its surrounding seas.</li> <li>• Know that people do jobs and that where they live (e.g. coastline) might affect this.</li> <li>• Describe in some detail the local area and distant locations' features using images to support.</li> <li>• Compare the local area to distant locations. e.g. landmarks of other capital cities.</li> <li>• Use appropriate vocabulary in relation to the human and physical features of local and distant locations.</li> </ul>	<p>specific landscapes, people and issues associated with real places.</p> <ul style="list-style-type: none"> <li>• Show what these animals' homes are like and start to see why these creatures live there whilst addressing misconceptions they might have.</li> <li>• Touch on reasons why some creatures might be endangered.</li> </ul> <p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Year 1, expected:</b></p> <ul style="list-style-type: none"> <li>• Locate some major oceans and continents on a world map.</li> <li>• Use a world map, atlas or globe to name &amp; locate five of the seven continents and five oceans.</li> <li>• Describe which continents have significant cold areas and relate these to the poles and equator.</li> <li>• Describe the physical and human geography of a distant place. Using images to support recognise a natural environment and describe it using geographical vocabulary (related to the animal studied).</li> <li>• Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</li> <li>• Understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</li> <li>• Identify seasonal weather patterns.</li> </ul>
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Year 2	Autumn 1 Seasons	Spring 1 Journeys - Food	Summer 1 Our Wonderful World
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom. [5]</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. [2]</li> <li>- Use basic geographical vocabulary to refer to key physical features, including; season and weather.</li> <li>- Use simple fieldwork and observational skills.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Learn about weather and seasons focusing on the local area and wider areas of the UK.</li> <li>• Through looking out of the window, collecting data in the playground and thinking about what is happening around them to support making sense of a changing world.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of their local shops, and physical geography through studying nearby food growing or production. [4]</li> <li>- 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.</li> <li>- 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.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Studying the local area, through a visit to a suggested local shop.</li> <li>• Link the everyday experience of buying and eating food within the UK with the children’s growing geographical understanding of the world.</li> <li>• Children will begin to see the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world’s seven continents and five oceans.</li> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>-Use basic geographical vocabulary to refer to key physical features, including; , hill, mountain, valley, rivers.</li> <li>- 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.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• By bringing together the ideas introduced in the previous KS1 units the children will enhance and solidify their geographical general knowledge.</li> <li>• Children are given the opportunity to appreciate the world by introducing natural and man-made wonders, as well as ancient and modern wonders.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe and spot seasonal patterns and talk about changes by using weather-related vocabulary.</li> </ul> <p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Identify multiple weather types.</li> <li>• Know that weather can be different in different parts of the UK.</li> <li>• Start to give reasons why the UK has the weather it does (e.g. wind).</li> <li>• Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK</li> <li>• Use geographical skills and creative means (questioning) to show their understanding of different weather and seasons.</li> <li>• Write sentences about different weather types using good vocabulary.</li> <li>• Demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</li> </ul>	<p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate locational awareness, name their local area, and that they live in the UK.</li> <li>• Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production.</li> <li>• Describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</li> <li>• Use a range of good quality key vocabulary, including directional language, to describe a local natural environment.</li> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> </ul>	<p><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Year 2, expected:</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the seven continents and oceans</li> <li>• Use world maps, atlases and globes to locate some wonders (of the world).</li> <li>• Describe a local natural environment and use a range of good quality key vocabulary.</li> <li>• Talk with confidence about physical environments, naming features and using some key vocabulary.</li> <li>• Identify and name some of the wonders (of the world).</li> <li>• Use basic vocabulary to refer to physical and human features</li> <li>• Develop knowledge about the world.</li> </ul>
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Year 3	Autumn 1 Climate and Weather	Spring 1 Our World	Summer 1 Coasts
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. [6]</li> <li>- 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). [6]</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• The children are introduced to different ways of communicating geographical data, particularly through different styles of maps.</li> <li>• They learn to read weather and climate maps.</li> <li>• Learn how weather and climate are generalised into world climate zones.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- 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).</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use the eight points of a compass, four/six-figure grid references, symbols and key.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Following on from their experiences of using different representations of the world.</li> <li>• They will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3D.</li> <li>• They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>- Understand geographical similarities &amp; differences through the study of human and physical geography.</li> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes, rivers, mountains and the water cycle.</li> <li>- 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.</li> <li>- Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

- The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Unit, expected:**

- Locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them.
- Identify the world’s coldest, hottest and driest locations.
- Describe and give examples of the variety of biomes and vegetation belts
- Extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations
- Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Unit, expected:**

- Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.
- Use the zoom function of a digital map to locate places and gather information (e.g. Google Earth).
- Talk about the poles, equator and lines of latitude, mark them appropriately and distinguish between them.
- Identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude.
- Talk about time zones and day and night.
- Talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them.

**UNIT FOCUS:**

- Children will learn about the coast of the British Isles, through a wide range of visual images and will be able to visualise what they are learning about not just know its ‘word label’.
- They will go on a field visit to the coast and use photographs to extend their ‘virtual’ experience.
- They will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism.
- Throughout the unit they will be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Year 3, expected:**

- Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).
- Use an atlas to locate the UK and can locate an area (e.g. seaside/coastal place).
- Describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).

			<ul style="list-style-type: none"><li>• Identify the world's hottest and driest locations.</li><li>• Identify and sequence a range of (UK) seaside/coastal settlement sizes. Describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</li><li>• Use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places).</li><li>• Use fieldwork to measure, record and describe the characteristics using appropriate vocabulary</li><li>• Consider tourism, as both an economic and a pleasurable activity</li><li>• Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics are already having.</li></ul>
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Year 4	Autumn 1 The Americas	Spring 1 Rivers and the Water Cycle	Summer 1 Earthquakes and Volcanoes
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- 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 and countries.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. [2]</li> <li>- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. [5]</li> <li>- 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.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. [5]</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. [2]</li> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• The children will be introduced to the water cycle and, as the key concept is that water flows downhill, look at mountains, the source of many rivers.</li> <li>• They will look at how people interact with rivers as well as their geographical features.</li> <li>• They will complete a case study of the features of one of the UK's major rivers, the River Thames.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). [2]</li> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes, rivers, mountains and the water cycle.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. [2]</li> <li>- 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.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• The children will explore the dynamism of the earth, learning about its structure.</li> </ul>

	<ul style="list-style-type: none"> <li>• In this unit the children will be inspired to travel the North &amp; South American continents.</li> <li>• They will distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey.</li> <li>• They will find and use images and maps on the internet and in atlases.</li> <li>• The children will make notes on cities and record their countries and/or states.</li> <li>• They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents.</li> <li>• The children will use the song 'Route 66' as the stimulus for creating an illustrated, labelled and annotated map of the historic route.</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• The children will enhance their locational and place knowledge.</li> <li>• Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities.</li> <li>• Learn to use the eight points of a compass.</li> <li>• Understand geographical similarities and differences through looking at regions in North and South America,</li> <li>• Begin to associate weather / climate with landscape and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• They will extend their geographical general or locational knowledge of some of the world's great rivers and mountain environments.</li> <li>• They will have the opportunity to consider a local river or stream and ideas for using local fieldwork to see the processes introduced in school in action.</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Describe the water cycle in sequence, using appropriate vocabulary, and understand where rivers and mountains fit in, and name some of the processes associated with rivers and mountains. [3]</li> <li>• Use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. [2]</li> <li>• Describe a river environment in the UK, using appropriate geographical vocabulary. [3]</li> <li>• Name, locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers, e.g. learn about the features of the River Thames, from source to mouth.</li> <li>• Describe some of the UK's and the world's most significant rivers and mountain environments.</li> <li>• Use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</li> <li>• Carry out fieldwork in the local area selecting appropriate techniques, e.g. create a river, observe and record what happens to the water over</li> </ul>	<ul style="list-style-type: none"> <li>• Look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people.</li> <li>• They will be introduced to the 'Pacific Ring of Fire', the most active region on earth.</li> <li>• They consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening.</li> <li>• They will learn that volcanoes have existed throughout geological time, and that there are several different types.</li> <li>• The children will make their own erupting volcano!</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Year 4, expected:</b></p> <ul style="list-style-type: none"> <li>• Use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. [2]</li> <li>• Describe a volcano and volcanic eruption and understand the key aspects of volcanoes and earthquakes.</li> <li>• Use the zoom function of a digital map to locate places eg; locations of earthquakes &amp; volcanoes.</li> <li>• Learn about the 'Pacific Ring of Fire'.</li> <li>• Give reasons why physical processes can cause hazards to people, e.g. earthquakes, etc.</li> <li>• Describe some advantages and disadvantages of living in hazard-prone areas.</li> <li>• Understand that the distribution of earthquakes and volcanoes follows a pattern.</li> </ul>
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	<ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/computer mapping.</li></ul>	different materials, take photo-graphs and label with key river features.	<ul style="list-style-type: none"><li>• Be introduced to plate tectonics.</li></ul>
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Year 5	Autumn 1 Changes In Our Local Environment	Spring 1 Europe: A Study Of The Alpine Regions	Summer 1 Journeys: Trade
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time. [4]</li> <li>- Understand geographical similarities and differences through the stud</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Find out about the regions of the UK, discovering how some of these areas have changed over time.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries.</li> <li>- Describe and understand key aspects of physical geography, including climate zones, vegetation belts, mountains and avalanches. [2]</li> <li>- 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.</li> <li>- 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.</li> <li>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Use maps to locate the Alps and identify the physical features of the region in Europe and build geographical knowledge.</li> <li>• Expand knowledge of mountains by discovering how the Alps were formed.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. [2]</li> <li>-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. [3]</li> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> <li>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. [2]</li> </ul> <p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Find out where raw materials (e.g. what we wear) originate from and how it might be different to where they are manufactured.</li> <li>• Describe how food production is influenced by climate.</li> <li>• Know that products we use are imported as well as locally produced.</li> </ul>

- Research how specific areas of the UK have been affected by change.
- Conduct a fieldwork activity on their own area.
- Write a magazine article and work towards the Big Finish (Our Area: Past, Present & Future).

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Unit, expected:**

- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. [2]
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.
- Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. [2]
- Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.

- Learn about the Alpine region of Europe and consider how the climate affects the homes people live in.
- Consider the impact of the tourist industry on the Alps.
- Find out Avalanches, why they occur and steps humans can take to avoid the danger of avalanches.
- Design an Alpine home, and produce a digital resource for visitors to the area using geographical vocabulary.

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Year 5, expected:**

- Describe key physical and human characteristics and environmental regions of Europe. [3]
- Describe and understand a range of key physical processes and the resulting landscape features.
- Describe how a mountain region was formed.
- Give information about a region of Europe and its physical environment, climate and economic activity.
- Know that human activity is influenced by climate and weather and can give examples.
- Describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.
- Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

- Find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes.
- Use maps to locate places and countries that locally available products come from.
- Map the journeys taken by items, (e.g. cotton clothing) and research the pros and cons of buying local or imported goods.
- Name our energy sources and natural resources.
- Investigate the advantages and disadvantages to both imported and locally produced products.

**KNOWLEDGE, SKILLS AND CONCEPTS:**

**End of Year 5, expected:**

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 6	Autumn 1 South America: The Amazon	Spring 1 Protecting The Environment	Summer 1 Our World In The Future
	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- 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).</li> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. [3]</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. [+]</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, and countries.</li> <li>- 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. [2]</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>- 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.</li> </ul>	<p style="text-align: center;"><b>NC CONTENT /SKILL</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>- Name and locate human and physical characteristics, key topographical features, and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. [4]</li> </ul>

	<p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computing mapping to locate the Amazon and understand what it is.</li> <li>• Understand the Amazon's climate, and how the native animals are adapted to it.</li> <li>• Research the Amazon city of Manaus.</li> <li>• Understand what life is like in the Amazon, and how it is changing.</li> <li>• Understand how the Amazon is being damaged and how it can be protected.</li> <li>• Understand the value of the Amazon and how it can be protected.</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.</li> <li>• Begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).</li> <li>• Describe similarities and differences in life in cities and in a range of settlement sizes, and give some reasons. [+]</li> <li>• Describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).</li> <li>• Identify and justify deforestation as an environmental issue.</li> </ul>	<p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Understand the threats to the health of our planet and some possible solutions.</li> <li>• Understand what minerals are and question if they can be used sustainably.</li> <li>• Understand the different types of energy available, and their advantages and disadvantages.</li> <li>• Understand the importance of protecting the oceans.</li> <li>• Carry out an enquiry into sustainability.</li> <li>• Explain how a particular environmental issue has been caused and suggest some possible solutions.</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Name and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>• Describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Identify and locate a national or international environmental issue and explain why it is an issue. Use maps to locate places and countries that locally available products come from.</li> <li>• Describe where our energy and natural resources come from.</li> </ul>	<p style="text-align: center;"><b>UNIT FOCUS:</b></p> <ul style="list-style-type: none"> <li>• Plan and carry out fieldwork to answer a given enquiry question.</li> <li>• Understand how and why housing needs change over time.</li> <li>• Understand the importance of local work opportunities to the community.</li> <li>• Understand that communities need a range of accessible amenities and public services.</li> <li>• Understand how the geography of communities affects community spirit.</li> <li>• Plan for a sustainable future for our area.</li> </ul> <p style="text-align: center;"><b>KNOWLEDGE, SKILLS AND CONCEPTS:</b></p> <p><b>End of Unit, expected:</b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to investigate, observe, describe and record the environment. [4]</li> <li>• Describe and give reasons for local land use and suggest how this might change in the future.</li> <li>• Present information gathered in fieldwork using a range of graphs and other simple forms.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</li> <li>• Use fieldwork to observe, describe and record the environment. Present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify environmental issues, and begin to explain several threats to wildlife / habitats (e.g. pollution, habitat destruction, overfishing). Use maps to locate places and countries that locally available products from from.</li> <li>• Identify environmental issues. Present gathered information</li> <li>• Use a range of resources to locate national and global environmental issues.</li> </ul>	
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