



Where
CURIOSITY
HATCHES,
creativity takes *flight* and *learning* SOARS
TO A SKY OF
opportunity.

Geography

Spring 1 Year 1 (Maestro: Bright Lights, Big City) FOS: London's Calling!

This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

<p>The United Kingdom</p> <p>P. of Study/Geography/Year 3 1 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>4 Year 1 Fieldwork 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.</p> <p>Knowledge/Year 1 The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Skill(s)/Year 1 Name and locate the four countries of the UK and their capital cities on a map, atlas or globe</p>	<p>Physical features of UK</p> <p>P. of Study/Geography/Features/Year 2 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.</p> <p>Knowledge/Year 1 Physical features are naturally-created features of the Earth.</p> <p>Specific knowledge/Year 1 Physical features of the UK include mountains, hills, lakes, forests, islands, coastlines and rivers.</p> <p>Skill/Year 1 Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Human features in the locality</p> <p>P. of Study/Geography/Fieldwork/Year 7 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.</p> <p>Knowledge/Year 1 Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Specific knowledge/Year 1 Human features are man-made and include buildings, roads and bridges.</p> <p>Skill/Year 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p>	<p>This is London</p> <p>P. of Study/Geography/Features/Year 4 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Knowledge/Year 1 A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill/Year 1 Identify the characteristics of a settlement.</p> <p>London Landmarks</p> <p>P. of Study/Geography/Features/Year 4 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Knowledge/Year 1 Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a</p>	<p>Aerial photographs</p> <p>P. of Study/Geography/Fieldwork/Year 5 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.</p> <p>Knowledge/Year 1 An aerial photograph or plan perspective shows an area of land from above.</p> <p>Skill/Year 1 Identify features and landmarks on an aerial photograph or plan perspective.</p>	<p>Giving directions</p> <p>P. Study/Geography/Fieldwork/Year 5 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge/Year 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Skill/Year 1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Comparing capital cities</p> <p>P. Study/Geography/Place/Year 2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Knowledge/Year 1 Places can be compared by size, amenities,</p>
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	<p>What is a City?</p> <p>P. of Study Geography Features 4 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Knowledge Year 1 A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill Year 1 Identify the characteristics of a settlement.</p>	<p>Weather in the United Kingdom</p> <p>P. of Study Geography Features 3 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Knowledge Year 1 There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Skill Year 1 Identify patterns in daily and seasonal weather.</p>	<p>distance. They also help someone to establish and describe a location.</p> <p>Specific knowledge Year 1 Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London.</p> <p>Skill Year 1 Name and describe the purpose of human features and landmarks.</p>		<p>transport, location, weather and climate.</p> <p>Specific knowledge Year 1 Kuala Lumpur is the capital city of Malaysia.</p> <p>Skill Year 1 Identify the similarities and differences between two places.</p>
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Spring 2

Innovate 1

P. of Study Geography Features 3 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Knowledge Year 1 There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.

Skill Year 1 Identify patterns in daily and seasonal weather.

Innovate Step 4

P. of Study Geography Fieldwork 5 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.

Knowledge Year 1 A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.

Skill Year 1 Draw or read a simple picture map.

Yr 1 Companion project (To be taught in Autumn) 'Our Wonderful World'

This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.

<p>What is Geography?</p> <p>P. of Study Geography Features 2 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.</p> <p>Knowledge Year 1 Physical features are naturally-created features of the Earth.</p> <p>Specific knowledge Year 1 Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop.</p>	<p>Location</p> <p>P. of Study Geography Fieldwork 5 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Specific knowledge Year 1 A location is a place or the position of something.</p>	<p>Continents and Oceans</p> <p>P. of Study Geography 1 Year 1 Location Name and locate the world's seven continents and five oceans.</p> <p>4 Year 1 Fieldwork 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.</p> <p>Knowledge Year 1 A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Skill(s) Year 1 Name and locate the world's seven continents and five oceans on a world map.</p>	<p>4 countries of the UK</p> <p>P. of Study Geography</p> <p>4 Year 1 Fieldwork 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.</p> <p>3 Year 1 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Knowledge Year 1 The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Skill(s) Year 1 Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p>	<p>Aerial photographs</p> <p>P. Study Geography Fieldwork 5 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.</p> <p>Knowledge Year 1 An aerial photograph or plan perspective shows an area of land from above.</p> <p>Specific knowledge Year 1 Google Earth is a computer program that accesses aerial images of the world via satellites.</p> <p>Skill Year 1 Identify features and landmarks on an aerial photograph or plan perspective.</p>	<p>Local human physical enquiry</p> <p>P. Study Geography Fieldwork 7 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.</p> <p>Knowledge Year 1 Data is information that can be collected and used to answer a geographical question.</p> <p>Knowledge Year 1 Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Skill Year 1 Collect simple data during fieldwork activities. View progression</p> <p>Skill Year 1 Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p>
<p>Maps</p> <p>P. of Study Geography Fieldwork 5 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.</p> <p>Knowledge Year 1 A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has</p>	<p>Skill Year 1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>			<p>Woodlands, Hedgerows and Meadows</p> <p>P. Study Geography Fieldwork 7 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.</p> <p>Knowledge Year 1 Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the</p>	

<p>symbols to show where things are located.</p> <p>Skill Year 1 Draw or read a simple picture map.</p>	<p>Directional Language</p> <p>P. of Study Geography Fieldwork 5 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 1 Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Specific knowledge Year 1 Direction is the way you travel to get somewhere.</p> <p>Specific knowledge Year 1 The compass points north, south, east and west can be used when giving directions.</p> <p>Skill Year 1 Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>	<p>Hot and Cold Places</p> <p>P. of Study Geography 3 Year 1 Features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>2 Year 1 Place Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Knowledge Year 1 Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Year 1 Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Skill(s) Year 1 Locate hot and cold areas of the world in relation to the equator. View progression</p> <p>Year 1 Identify the similarities and differences between two places</p>	<p>Different types of settlement</p> <p>P. of Study Geography Features 4 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Knowledge Year 1 A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill Year 1 Identify the characteristics of a settlement.</p>	<p>environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.</p> <p>Skill Year 1 Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p>	
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Note: Year 1 DT project contains fieldwork - the children go on a local walk looking at shelters in the community.

Year 2 Companion Project (To be taught in the Autumn Term) – Let’s explore the world

This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. **They also compare England to Somalia.** Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.

<p>Using an atlas</p> <p>P. of Study/Geography/Year 2/Location Name and locate the world’s seven continents and five oceans.</p> <p>3/Year 2/Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>3/Year 2/Fieldwork 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.</p> <p>Knowledge/Year 2 An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world’s seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Year 2 An atlas is a book of maps and charts.</p> <p>Skill(s)/Year 2 Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents</p>	<p>Using a key with a map</p> <p>P. of Study/Geography/Fieldwork/7 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.</p> <p>Knowledge/Year 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Specific knowledge/Year 2 Maps help people to plan a route from one place to another and to identify and locate physical and human features.</p> <p>Skill/Year 2 Draw or read a range of simple maps that use symbols and a key.</p>	<p>Locating the equator</p> <p>P. of Study/Geography/Features/2 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Knowledge/Year 2 The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Skill/Year 2 Locate the equator and the North and South Poles on a world map or globe.</p> <p>Hot, temperate and cold places</p> <p>P. of Study/Geography/Features/2 Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Knowledge/Year 2 A weather pattern is a type of weather that is repeated.</p> <p>Specific knowledge/Year 2 Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.</p>	<p>Sustainability</p> <p>P. of Study/Geography/Fieldwork/11 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.</p> <p>Knowledge/Year 2 Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.</p> <p>Specific knowledge/Year 2 Sustainability means maintaining the Earth’s environment and its natural resources for future generations.</p> <p>Skill/Year 2 Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.</p> <p>Characteristics of the UK</p> <p>P. of Study/Geography</p> <p>11/Year 2/Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human</p>		
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<p>around the world on a world map or globe.</p>	<p>Collecting data</p> <p>P. Study Geography Fieldwork 11 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.</p> <p>Knowledge Year 2 Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Specific knowledge Year 2 Data is a collection of facts, such as numbers, words, measurements, observations or descriptions. Studying data helps people to answer questions, draw conclusions, make decisions and take action.</p> <p>Skill Year 2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>	<p>South America, Africa and Asia are on the equator. These continents have a hot climate. The North and South Poles are far away from the equator. They have a cold climate. Europe is in between the equator and the poles. It has a temperate climate.</p> <p>Skill Year 2 Describe simple weather patterns of hot and cold places.</p>	<p>and physical features of its surrounding environment.</p> <p>3 Year 2 Fieldwork 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.</p> <p>3 Year 2 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p>		
<p>Using compass directions</p> <p>P. Study Geography Fieldwork 3 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and</p>					
<p>far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 2 The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>Specific knowledge Year 2 A compass is an instrument that is used for finding a direction.</p> <p>Skill Year 2 Use simple compass directions to describe the location of features or a route on a map</p>					

Year 2 (Taught in the Summer Term so the children can visit the beach: SouthEnd)

This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Southend.

Summer 1					
<p>P.Study/Geography/Fieldwork/11 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.</p> <p>Knowledge Year 2/Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Specific knowledge Year 2/Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.</p> <p>Specific knowledge Year 2/Human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>Skill Year 2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>	<p>Introductory Knowledge</p> <p>P. of Study/Geography</p> <p>2 Year/2 Location Name and locate the world's seven continents and five oceans.</p> <p>3 Year/2 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>3 Year/2 Fieldwork 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.</p> <p>Knowledge Year 2 An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The</p>	<p>Alternative starter</p> <p>P. of Study Geography/7 Year 2/Fieldwork 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.</p> <p>11 Year/2 Fieldwork 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.</p> <p>Knowledge Year 2 An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>Year 2/Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p>	<p>Map readers</p> <p>P Study Geography/Fieldwork/3 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 2 The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>Skill Year 2 Use simple compass directions to describe the location of features or a route on a map</p>	<p>Reading Keys</p> <p>P.Study/Geography/Fieldwork/7 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.</p> <p>Knowledge Year 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>Skill Year 2 Draw or read a range of simple maps that use symbols and a key.</p>	<p>Physical processes – erosion</p> <p>P.Study/Breadth/Geography/Aims/4 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.</p> <p>Knowledge Year 2 An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p>Knowledge Year 2 Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p>Skill Year 2 Describe how an environment has or might change over time. View progression</p> <p>Skill Year 2 Describe, in simple terms, the effects of erosion.</p>

	<p>United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Year 2 The United Kingdom is a group of islands with an expansive coastline.</p> <p>Skill(s) Year 2 Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p>	<p>Skill(s) Year 2 Study aerial photographs to describe the features and characteristics of an area of land. View progression</p> <p>Year 2 Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p>			
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Summer 2					
<p>Human features of a coastal town</p> <p>P.Study/Geography/Fieldwork 11 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.</p> <p>Knowledge Year 2 Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Specific knowledge Year 2 Human features of the coastline include hotels, castles, sea walls, lifeboat stations,</p>	<p>Comparing past and present</p> <p>. of Study/Breadth/Geography 4 Year 2/Aims 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.</p> <p>P. of Study/History 13 Year 2 Learn about events beyond living memory that</p>	<p>Tourism</p> <p>P.Study/Breadth/Geography/Aims 1 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; 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.</p>	<p>Map making</p> <p>P.Study/Geography/Fieldwork 7 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.</p> <p>Knowledge Year 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a</p>	<p>P.Study/Geography/Fieldwork 3 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Knowledge Year 2 The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>P.Study Geography Fieldwork 7 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.</p> <p>Knowledge Year 2 A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>

<p>harbours, piers, amusement arcades, lighthouses, shops and cafes.</p> <p>Specific knowledge Year 2 Southend is a coastal town with a range of human features.</p> <p>Skill Year 2 Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p>	<p>are significant nationally or globally.</p> <p>Knowledge Year 2 An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p>Year 2 Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Skill(s) Year 2 Describe how an environment has or might change over time. View progression</p> <p>Year 2 Describe the everyday lives of people in a period within or beyond living memory.</p>	<p>Knowledge Year 2 Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.</p> <p>Specific knowledge Year 2 Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment.</p> <p>Skill Year 2 Describe the size, location and function of a local industry.</p>	<p>picture or icon used to show a geographical feature.</p> <p>Skill Year 2 Draw or read a range of simple maps that use symbols and a key</p>	<p>Skill Year 2 Use simple compass directions to describe the location of features or a route on a map.</p>	<p>Skill Year 2 Draw or read a range of simple maps that use symbols and a key.</p>
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Key Stage 2 (Years 3 – 6)

Year 3 Companion Project: (To be completed over the Autumn Term) ‘One planet, our world.’

This essential skills and knowledge project teaches children to **locate countries and cities**, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about **significant places in the United Kingdom** and carry out fieldwork to discover how land is used in the locality.

Locating countries on maps	Using 4 figure grid references	Compass points	Latitude and Longitude	Climate zones	UK Counties
<p>P. of Study/Geography/Fieldwork 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 3 Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> <p>Specific knowledge Year 3 Countries are located within continents. Countries have capital cities and geographical features.</p> <p>Skill Year 3 Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied</p>	<p>P. of Study/Geography/Fieldwork 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 3 A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p> <p>Skill Year 3 Use four-figure grid references to describe the location of objects and places on a simple map.</p>	<p>P. Study/Geography/Fieldwork 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 3 The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.</p> <p>Skill Year 3 Use the eight points of a compass to locate a geographical feature or place on a map</p>	<p>P. Study Geography Location 3 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>Knowledge Year 3 latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Skill Year 3 Locate significant places using latitude and longitude.</p>	<p>P. of Study/Geography/Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.</p> <p>Skill Year 3 Identify the five major climate zones on Earth.</p> <p>Locating European countries and cities</p> <p>P. Study Geography Location 3 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.</p> <p>Knowledge Year 3</p>	<p>P. of Study/Geography/Location 2 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.</p> <p>Knowledge Year 3 Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Specific knowledge Year 3 Counties have distinct characteristics according to their size, population, industries, location and physical and human features.</p> <p>Specific knowledge Year 3 A county is an area of land according to political divisions. Counties are governed by local governments.</p> <p>Skill Year 3 Name, locate and describe some major counties and cities in the UK.</p>
<p>Countries in Europe include the United Kingdom, France, Spain,</p>					

				<p>Germany, Italy and Belgium. Russia is part of both Europe and Asia.</p> <p>Specific knowledge Year 3</p> <p>Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).</p> <p>Skill Year 3 Locate countries and major cities in Europe (including Russia) on a world map.</p>	<p>UK Cities</p> <p>P. of Study Geography 2 Year 3 Location 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.</p> <p>7 Year 3 Features 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.</p> <p>Knowledge</p> <p>Year 3 Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire. Major cities of the United Kingdom include London, Birmingham, Edinburgh, Cardiff, Manchester and Newcastle.</p> <p>Year 3 Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.</p> <p>Year 3 Cities have distinct characteristics according to their size, population, industries,</p>
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					<p>landmarks, location and physical and human features.</p> <p>Year 3 A city is a large human settlement, where lots of people live and work. Significant cities of the UK include London, Birmingham and York.</p> <p>Skill(s)</p> <p>Year 3 Name, locate and describe some major counties and cities in the UK. View progression</p> <p>Year 3 Describe the type and characteristics of settlement or land use in an area or region.</p>
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Fieldwork to take place:

Weather and the local environment

Skill in this lesson children will: Explain how the weather affects the use of urban and rural environments.

Core knowledge By the end of this lesson children should know: The weather can affect what people do, the natural and built environment.

Ask the children to recall the climate zone in which they live. Encourage them to describe the characteristics of the climate and the seasonal weather patterns of the UK. Explain that they will be carrying out fieldwork to answer the question, 'How does the weather affect our local environment?' Use a map or online mapping tool to show them a route that they will take of the local area. Provide the [Effects of weather recording sheet](#) and ask the children to describe the day's weather and predict how the weather is affecting the local environment. After predicting, lead the children along the route, for the children to record their findings. Back in the classroom, encourage the children to use their recording sheets to discuss their findings by asking questions, such as 'Were your observations similar to or different from your predictions? Did the weather cause any damage or problems in your local area? How was human activity affected by the weather?' Ask the children to use their collected data to write a short report about the effect of the weather on the local environment. At the end of the session, encourage them to think how their observations might change over time. Repeat the exercise on a day with a different type of weather to compare the effects

Year 3

<p>Spring 1 (Maestro: Rocks, Relics & Rumbles) FOS: Tectonic Tremors</p> <p>This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.</p>					
<p>Let's Rock</p> <p>P.Study Geography Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>P.Study Geography Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>Plate tectonics</p> <p>P.Study Geography Features 15 Describe and understand key aspects of physical geography, including: climate</p>	<p>Ring of Fire</p> <p>P.Study Geography Location 3 Locate the world's countries, using maps to focus on Europe</p>	<p>Features of a volcano</p> <p>P.Study Geography Features 15 Describe and understand key aspects of physical geography, including: climate</p>	<p>Latitude and Longitude</p> <p>P.Study Geography Location 3 Identify the position and significance of latitude, longitude, Equator,</p>

<p>rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny.</p> <p>Skill Year 3 Name and describe the types, appearance and properties of rocks.</p>	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 The Earth is made of four different layers. The inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. The mantle is made of solid rock and molten rock called magma. The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.</p> <p>Skill Year 3 Name and describe properties of the Earth's four layers.</p>	<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 The crust of the Earth is divided into tectonic plates that move. The place where plates meet is called a plate boundary. Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes and earthquakes.</p> <p>Specific knowledge Year 3 Over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today.</p> <p>Specific knowledge Year 3 Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other.</p> <p>Skill Year 3 Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)</p>	<p>(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Knowledge Year 3 Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.</p> <p>Skill Year 3 Name and locate significant volcanoes and plate boundaries and explain why they are important.</p>	<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. They are usually found at meeting points of the Earth's tectonic plates. When a volcano erupts, liquid magma collects in an underground magma chamber. The magma pushes through a crack called a vent and bursts out onto the Earth's surface. Lava, hot ash and mudslides from volcanic eruptions can cause severe damage.</p> <p>Skill Year 3 Describe the parts of a volcano or earthquake</p>	<p>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>Knowledge Year 3 Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> <p>Specific knowledge Year 3 The North Pole is 90°N; the South Pole is 90°S. The equator is the line of 0° latitude. The Prime Meridian is the line of 0° longitude.</p> <p>Skill Year 3 Locate significant places using latitude and longitude.</p>
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Spring 2				
<p>P.Study/Geography/Place 2 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>Knowledge Year 3 Geographical features created by nature are called physical features. Physical features include</p>	<p>Volcanologist report</p> <p>P.Study/Geography/Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 Significant geographical activity includes earthquakes and volcanic eruptions. These are known as natural disasters</p>	<p>Earthquakes</p> <p>P.Study/Breadth/Geography/Aims 4 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.</p> <p>Knowledge Year 3 Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another</p>	<p>Earthquake activity</p> <p>P.Study/Geography/Features 15 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 3 Significant geographical activity includes earthquakes and volcanic</p>	<p>The spread of the tsunamis</p> <p>P.Study/Geography/Fieldwork 2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 3 The eight points of a compass are north, south, east, west,</p>

<p>beaches, cliffs and mountains. Geographical features created by humans are called human features. Human features include houses, factories and train stations.</p> <p>Specific knowledge Year 3 A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. A volcano can be active, dormant or extinct.</p> <p>Skill Year 3 Classify, compare and contrast different types of geographical feature.</p>	<p>because they are created by nature, affect many people and cause widespread damage.</p> <p>Specific knowledge Year 3 When volcanoes erupt, they emit gases, lava and ash. Volcanic eruptions can destroy habitats, homes and businesses and can change the landscape.</p> <p>Skill Year 3 Describe how a significant geographical activity has changed a landscape in the short or long term.</p>	<p>or slide alongside each other. The centre of an earthquake is called the epicentre.</p> <p>Skill Year 3 Explain the physical processes that cause earthquakes and volcanic eruptions.</p>	<p>eruptions. These are known as natural disasters because they are created by nature, affect many people and cause widespread damage.</p> <p>Specific knowledge Year 3 Earthquakes can cause short and long-term problems. Short-term problems include fear, injury from falling debris and loss of personal items. Long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services.</p> <p>Skill Year 3 Describe how a significant geographical activity has changed a landscape in the short or long term.</p>	<p>north-east, north-west, south-east and south-west.</p> <p>Specific knowledge Year 3 A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. In 2004, an earthquake off the coast of northern Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction.</p> <p>Skill Year 3 Use the eight points of a compass to locate a geographical feature or place on a map.</p>
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Year 4

Companion project: Interconnected World (To be taught in Autumn Term)

This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of **North and South America**. Children identify **physical features in the United Kingdom** and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.

<p>Compass points</p> <p>P. oStudy/Geography/Fieldwork 6 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 4 The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose. The four intercardinal (or ordinal) directions are halfway between</p>	<p>Six Figure Grid references</p> <p>P. oStudy/Geography/Fieldwork 6 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 4 A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both</p>	<p>Countries in North and South America</p> <p>P. Study Geography Location 5 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.</p> <p>Knowledge Year 4 The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile,</p>	<p>Geographical characteristics of North and South America</p> <p>P. of Study Geography 5 Year 4 Location 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.</p> <p>5 Year 4 Fieldwork Use maps, atlases, globes and digital/computer</p>	<p>Significant features of the United Kingdom</p> <p>P. Study Geography Location 4 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.</p> <p>Knowledge Year 4 Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain</p>	<p>National Rail Network</p> <p>P. Study Geography Features 6 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.</p> <p>Knowledge Year 4 Human features can be interconnected by function, type and transport links.</p> <p>Specific knowledge Year 4 Principle routes link major towns and cities</p>
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<p>the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW).</p> <p>Specific knowledge Year 4 Directions can be given using cardinal and intercardinal compass points.</p> <p>Skill Year 4 Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Four Figure Grid references</p> <p>P. oStudy Geography Fieldwork 6 Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p>sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>Skill Year 4 Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p>	<p>Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Skill Year 4 Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p>Contrasting Climates in North and South America</p>	<p>mapping to locate countries and describe features studied.</p> <p>Knowledge Year 4 The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p> <p>Year 4 An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p>	<p>ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p> <p>Specific knowledge Year 4 Significant physical features of the UK include mountains, rivers, islands, lakes and forests.</p> <p>Skill Year 4 Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p>	<p>across the country. Many principal routes terminate in London. Railway stations are sometimes linked to ferry interchanges and airports.</p> <p>Skill Year 4 Describe a range of human features and their location and explain how they are interconnected.</p> <p>Canals of Britain</p>
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<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 4 A six-figure grid reference contains six numbers and is more precise than a four-figure reference. The first three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>Specific knowledge Year 4 A four-figure grid reference locates a square on a map.</p> <p>Specific knowledge Year 4 When giving a four-figure grid reference, give the two-digit eastings first followed by the two-digit northings.</p> <p>Skill Year 4 Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p>	<p>Tropics of Cancer and Capricorn</p> <p>P.Study Geography Location 1 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>Knowledge Year 4 The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator.</p> <p>Specific knowledge Year 4 The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Skill Year 4 Identify the location of the Tropics of Cancer and Capricorn on a world map</p>	<p>P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.</p> <p>Specific knowledge Year 4 Countries nearer the equator are hotter and countries further from the equator are colder. Some countries have contrasting climate zones.</p> <p>Specific knowledge Year 4 Physical features, such as mountains and rainforests, can affect the climate.</p> <p>Skill Year 4 Explain climatic variations of a country or continent.</p>	<p>Year 4 Atlases often contain additional data about countries, such as their population and land height.</p> <p>Year 4 Political maps show the locations of countries and cities. Physical maps show the locations of physical features.</p> <p>Skill(s)</p> <p>Year 4 Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. View progression</p> <p>Year 4 Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping</p> <p>Life in North and South America</p> <p>P.Study Geography Location 5 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.</p> <p>Knowledge Year 4 The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.</p>	<p>Renewable energy</p> <p>P.Study Geography Features 6 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.</p> <p>Knowledge Year 4 The environment produces natural resources. Humans use some natural resources to make energy. Some natural resources cannot be replaced, like coal or oil. They are non-renewable. Some, like wind or flowing water, are renewable sources of energy.</p> <p>Specific knowledge Year 4 Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy.</p> <p>Skill Year 4 Describe how natural resources can be harnessed to create sustainable energy.</p>	<p>P.Study Geography Features 6 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.</p> <p>Knowledge Year 4 Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.</p> <p>Specific knowledge Year 4 The canals in Britain are man-made waterways that were created during the Industrial Revolution to transport raw materials and goods around the country. Locks, tunnels and aqueducts are all features of canals. Canals declined when railways and roads developed but were conserved after the Second World War and are used for recreation and leisure today.</p> <p>Skill Year 4 Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p>
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<p>Year 4: Spring 1 (Maestro: Misty Mountain, Winding River FOS: River Deep, Mountain High)</p> <p>This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>					
<p>Introductory Knowledge</p> <p>P.Study Geography Place 2 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>Knowledge Year 4 A physical feature is one that forms naturally and can</p>	<p>Journey of a river</p> <p>P.Study Geography Fieldwork 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 4 An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic,</p>	<p>Changing Landscapes</p> <p>P. of Study Breadth Geography 2 Year 4 Aims 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.</p>	<p>Uses of Rivers</p> <p>P.Study Geography Features 6 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.</p> <p>Knowledge Year 4 Land uses include agricultural, recreational, housing and</p>	<p>Mountain Types</p> <p>P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Mountains form over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains</p>	<p>Mountains of the UK</p> <p>P.Study Geography Location 4 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.</p>

<p>change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.</p> <p>Specific knowledge Year 4 A river is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source. Tributaries are small rivers or streams that flow into larger rivers or lakes. Meanders are bends in rivers. The place where a river flows into the sea is called the mouth.</p> <p>Skill Year 4 Describe and compare aspects of physical features.</p>	<p>social and economic statistics of an area.</p> <p>Specific knowledge Year 4 Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas.</p> <p>Skill Year 4 Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>	<p>6 Year 4 Features Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.</p> <p>Year 4 Rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed.</p> <p>Skill(s) Year 4 Explain how the physical processes of a river, sea or ocean have changed a landscape over time. View progression</p> <p>Year 4 Describe and explain the transportation of materials by rivers</p>	<p>industry. Water systems are used for transport, industry, leisure and power.</p> <p>Specific knowledge Year 4 Rivers are used for leisure, farming, generating energy, transportation and settlements.</p> <p>Skill Year 4 Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p>	<p>are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are five types of mountain: fold, fault-block, volcanic, dome and plateau.</p> <p>Skill Year 4 Identify, describe and explain the formation of different mountain types.</p>	<p>Knowledge Year 4 Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</p> <p>Specific knowledge Year 4 There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland.</p> <p>Skill Year 4 Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK</p>
<p>Alternative Start</p> <p>P. Study Geography Fieldwork 5 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 4 An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.</p>	<p>Case Study – River Trent (Change to RIVER THAMES to co-inside with BOAT TRIP)</p> <p>Geography Fieldwork 6 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 4 A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. The first</p>	<p>Rivers of the world</p> <p>P. Study Geography Location 5 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.</p> <p>Knowledge Year 4 Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers</p>	<p>What are mountains</p> <p>P. Study Geography Place 2 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>Knowledge Year 4 A physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Physical features include rivers, forests, hills, mountains and</p>	<p>Topography and contour lines</p> <p>P. of Study Geography Location 4 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.</p>	<p>Mountains of the world</p> <p>P. Study Geography Location 5 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.</p> <p>Knowledge Year 4 Significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. Significant rivers</p>

<p>Skill Year 4 Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>	<p>three figures are called the easting and are found along the top and bottom of a map. The second three figures are called the northing and are found up both sides of a map. Six-figure grid references give detailed information about locations on a map.</p> <p>Specific knowledge Year 4 The River Trent is the third longest river in the UK. The river has a range of physical and human features along its course.</p> <p>Skill Year 4 Use four or six-figure grid references and keys to describe the location of objects and places on a map</p>	<p>include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>Skill Year 4 Name, locate and explain the importance of significant mountains or rivers</p>	<p>cliffs. An aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.</p> <p>Specific knowledge Year 4 A mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m.</p> <p>Skill Year 4 Describe and compare aspects of physical features.</p>	<p>Knowledge Year 4 Topography is the arrangement of the natural and artificial physical features of an area.</p> <p>Specific knowledge Year 4 A contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.</p> <p>Skill Year 4 Identify the topography of an area of the UK using contour lines on a map</p>	<p>include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze.</p> <p>Skill Year 4 Name, locate and explain the importance of significant mountains or rivers.</p>
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<p>Spring 2</p>					
<p>The Water Cycle</p> <p>P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Water cannot be made. It is constantly recycled through a process called the water cycle. The four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.</p> <p>Skill Year 4 Use specific geographical vocabulary and diagrams to explain the water cycle.</p>	<p>Case Study -Somerset Flooding</p> <p>P.Study Geography Fieldwork 1 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 4 Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.</p> <p>Specific knowledge Year 4 Flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from</p>				

	<p>vital services and supplies of food and water.</p> <p>Skill Year 4 Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.</p>				
<p>Comparing habitats</p> <p>P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. Examples include forests that grow at low altitudes and support a wide variety of plants and animals, tundra that is found at higher altitudes and supports plants and animals that are adapted to harsher environments, and the summits of mountains, which are usually covered in ice and snow and don't support any life.</p> <p>Skill Year 4 Describe altitudinal zonation on mountains</p>	<p>Importance of Soil</p> <p>P.Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 4 Different types of soil include clay, sandy, silty and loamy.</p> <p>Specific knowledge Year 4 A layer of soil covers much of the land on Earth. It is made of rock particles, air, water and humus, which is decayed plant and animal material. The properties of soil include texture, structure, porosity, chemistry and colour. Loam is a soil type with roughly equal amounts of sand, silt and clay particles. Loam is good for plant growth.</p> <p>Skill Year 4 Describe the properties of different types of soil.</p>				

Note: The Water Cycle will be taught in more detail through Science 'States of Matter.'

Henley River & Rowing Museum (River walk – Spring Term)

LI: To create a **field sketch**, identifying the geographical features of a river.

- Draw a brief sketch of the river, looking either up or down stream. Take a compass and record the direction they are looking for their sketches and also which direction the river is flowing.
- Using the sketches, focus on the key features of the river and label the sketches using appropriate geographical terms e.g. bank, channel, meander.

LI: To **measure** (how quickly the river flows)

→ how fast is our river flowing?

To record and calculate how quickly the water in your river is flowing. You will need the following equipment:

- Floats – dog biscuits are a cheap source of floats and will degrade safely
 - Tape measure
 - Stop watch
 - Metre ruler – or a ranging pole (to mark a start and stop point)
 - Map of the river (investigated area) and/or old photos
 - Clipboards, data collection sheet and pencils
- Children to measure a 10 metre stretch of the river.

Year 5

Autumn Term Companion Unit: Investigating Our World

This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the **UK motorway network and settlements**. They carry out an enquiry to identify local settlement types.

Using ordnance survey maps	Exploring map grid squares	Climate Zones	Biomes	World Cities	UK – Relative locations and distances
<p>4 Year 5 Fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>3 Year 5 Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>P. Study Geography Fieldwork 4 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 5 Compass points can be used to describe the relationship of features to each other, or to describe the</p>	<p>P. Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes</p>	<p>P. Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest,</p>	<p>P. Study Geography Location 2 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.</p> <p>Knowledge Year 5 Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad</p>	<p>P. Study Geography Location 1 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.</p>

<p>Knowledge</p> <p>Year 5 Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p> <p>Year 5 Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.</p> <p>Year 5 Scale is the relationship between the size of an object on a map and its size in real life. For example, a scale of 1:25,000 means that 1cm on the map is equal to 25,000cm, or 250m, in real life. So 4cm on the map is equal to 1km.</p> <p>Skill(s) Year 5 Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. View progression</p> <p>Year 5 Analyse and compare a place, or places, using aerial photographs. atlases and maps</p> <p>Contour Lines</p> <p>P. Study Geography Fieldwork 2 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</p>	<p>direction of travel. Accurate grid references identify the position of key physical and human features.</p> <p>Skill Year 5 Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Time Zones</p> <p>P. of Study Geography</p> <p>3 Year 5 Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>1 Year 5 Location 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>Knowledge</p> <p>Year 5 Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.</p> <p>Year 5 The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western</p>	<p>are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>Specific knowledge Year 5 Climate zones have the same average weather conditions, such as temperature, rainfall and seasons. The climate determines the vegetation, or plants, of an area.</p> <p>Skill Year 5 Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Vegetation belts</p> <p>P. Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>Specific knowledge Year 5 Vegetation belts are areas where certain species of plant grow. As animals eat plants, plants that grow in a vegetation belt determine the animals that live there.</p> <p>Skill Year 5 Name and locate the world's biomes, climate zones and vegetation</p>	<p>grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>Specific knowledge Year 5 Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.</p> <p>Skill Year 5 Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Human Geography</p> <p>P. of Study Geography</p> <p>2 Year 5 Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>1 Year 5 Place 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>Knowledge</p> <p>Year 5</p> <p>Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions.</p> <p>Year 5 The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary</p>	<p>in Iraq, Damascus in Syria and Mecca in Saudi Arabia.</p> <p>Specific knowledge Year 5 Capital cities are usually the seat of government of a country. They are large settlements with a wide range of human features and transport links and can be a centre for business and trade.</p> <p>Skill Year 5 Name, locate and describe major world cities.</p> <p>Sustainable manufacturing processes</p> <p>P. Study Geography Features 5 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.</p> <p>Knowledge Year 5 Industries can make their manufacturing processes more sustainable and better for the environment by using renewable energy sources, reducing, reusing and recycling and sharing resources.</p> <p>Skill Year 5 Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p>	<p>Knowledge Year 5 Relative location is where something is found in comparison with other features.</p> <p>Skill Year 5 Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features</p> <p>Transport Networks</p> <p>P. Study Geography Features 5 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.</p> <p>Knowledge Year 5 Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.</p> <p>Specific knowledge Year 5 A motorway is a main road built for fast travel over long distances. In the United Kingdom, they run north to south and east to west across the country, connecting towns and cities and transport links and allowing people and goods to be moved quickly.</p> <p>Skill Year 5 Describe and explain the location, purpose and use of transport</p>
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<p>including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 5</p> <p>The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. Relief maps show the contours of land based on shape and height. Contour lines show the elevation of the land, joining places of the same height above sea level. They are usually an orange or brown colour. Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat.</p> <p>Skill Year 5 Identify elevated areas, depressions and river basins on a relief map.</p>	<p>hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.</p> <p>Skill(s)</p> <p>Year 5 Analyse and compare a place, or places, using aerial photographs, atlases and maps. View progression</p> <p>Year 5 Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p>	<p>belts and explain their common characteristics</p>	<p>in size, shape, location, population and climate.</p> <p>Skill(s)</p> <p>Year 5 Summarise geographical data to draw conclusions. View progression</p> <p>Year 5 Identify and describe the similarities and differences in physical and human geography between continents.</p>		<p>networks across the UK and other parts of the world.</p>
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<p>Fieldwork</p> <p>L1: Describe how the characteristic of a settlement (human and physical features) (Lesson: Local settlement enquiry)</p> <ul style="list-style-type: none"> → Local walk into Aylesbury town → Enquiry question, 'What typical features and evidence can we find to identify and classify a local settlement?' → Children will create sketch maps and take photographs.

This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

Spring 1 (Maestro: Sow, Grow & Farm FOS: Food Discovery)					
<p>P.Study Breadth Geography Aims 2 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; 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.</p> <p>Knowledge Year 5 A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment.</p> <p>Specific knowledge Year 5 The location of an allotment can be influenced by the landscape, soil quality, drainage, amenities and transport links.</p> <p>Skill Year 5 Construct or carry out a geographical enquiry by gathering and analysing a range of sources.</p>	<p>P.Study Geography Features 5 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.</p> <p>Knowledge Year 5 Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). An allotment is a small piece of land used to grow fruit, vegetables and flowers. A wide variety of crops are farmed in the UK, such as wheat, barley, oats, potatoes, other vegetables, fruits and oilseed rape. A wide variety of livestock are reared on farms in the UK, such as sheep, dairy cattle, beef cattle, poultry and pigs.</p> <p>Skill Year 5 Describe in detail the different types of agricultural land use in the UK.</p>	<p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 The topography of an area intended for agricultural purposes is an important consideration. In particular, the topographical slope or gradient plays a large part in controlling hydrology (water) and potential soil erosion.</p> <p>Skill Year 5 Explain how the topography and soil type affect the location of different agricultural regions</p>	<p>Mapping using grid references</p> <p>P.Study Geography Fieldwork 4 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 5 Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features.</p> <p>Specific knowledge Year 5 Map features, such as contour lines and symbols, can help to determine the type of land use of an area.</p> <p>Skill Year 5 Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p>	<p>Case study: Potato farming</p> <p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Specific knowledge Year 5 The warm climate, sloping topography, good transport links and seaweed fertiliser make Jersey an ideal place to grow Jersey Royal potatoes. Only potatoes grown on Jersey can be called Jersey Royals.</p> <p>Skill Year 5 Describe how soil fertility, drainage and climate affect agricultural land use.</p>	<p>Climate zones</p> <p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. A biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>Skill Year 5 Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p>
Spring 2					
North & South America	Citrus farming in California	Coffee growing in Peru	How far has your food travelled?	Innovate	Innovate

<p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.</p> <p>Knowledge Year 5 Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> <p>Skill Year 5 Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. View progression</p> <p>Skill Year 5 Explain how the climate affects land use</p>	<p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Specific knowledge Year 5 The soil and climate of California make it ideal for growing citrus fruits.</p> <p>Skill Year 5 Describe how soil fertility, drainage and climate affect agricultural land use.</p>	<p>P.Study Geography Location 2 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.</p> <p>Knowledge Year 5 Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.</p> <p>Specific knowledge Year 5 Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand.</p> <p>Skill Year 5 Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p>	<p>P.Study Geography Features 5 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.</p> <p>Knowledge Year 5 Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.</p> <p>Specific knowledge Year 5 The journey that food travels from producer to consumer is measured in food miles.</p> <p>Skill Year 5 Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world</p>	<p>P.Study Geography Features 10 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 5 Soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>Skill Year 5 Describe how soil fertility, drainage and climate affect agricultural land use.</p>	<p>P.Study Geography Features 5 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.</p> <p>Knowledge Year 5 Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations.</p> <p>Skill Year 5 Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world</p>
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Fieldwork linked to soil:

Children to complete fieldwork on soil types around the school: A practical observation activity looking at soil in detail, with discussion points about soil contents and soil quality for plants and earthworms.

- What can you see in the soil?
- Is there anything that animals such as earthworms would like to eat (organic matter such as leaves)?
- Which sample(s) would you expect to see lots of animals living in? Why might they be living here?
- Which ones would you not expect to see many earthworms in? Why would they not like to live here?

Which sample(s) would you expect to see plants living in? Why?

Year 6

Year 6 Companion Project Autumn Term: Our Changing World

This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.

<p>Features of Earth</p> <p>P.Study Geography Location 5 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>Knowledge Year 6 The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Specific knowledge Year 6 The Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator.</p> <p>Skill Year 6 Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the</p>	<p>Using lines of Latitude and Longitude</p> <p>P. Study/Geography/Fieldwork 1 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 6 Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</p> <p>Skill Year 6 Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Using scale on a map</p> <p>P. Study/Geography/Fieldwork 2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 6 Satellite images are photographs of Earth taken by imaging satellites.</p>	<p>Scale and Distance</p> <p>P. Study/Geography/Fieldwork 2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Knowledge Year 6 Satellite images are photographs of Earth taken by imaging satellites.</p> <p>Specific knowledge Year 6 Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.</p> <p>Skill Year 6 Use satellite imaging and maps of different scales to find out geographical information about a place.</p> <p>Grid references, contours and symbols</p> <p>P. Study/Geography/Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Climate Change</p> <p>P. Study/Geography/Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6 Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Skill Year 6 Explain how climate change affects climate zones and biomes across the world.</p> <p>Climate change, extreme weather and people</p> <p>P. of Study Breadth Geography</p> <p>1 Year 6 Aims 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</p>	<p>Trade around the world</p> <p>P.Study Geography Location 1 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.</p> <p>Knowledge Year 6 North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).</p> <p>Specific knowledge Year 6 Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. Some countries, such as Saudi Arabia, Russia and Iraq, have natural resources to export, such as coal, oil, gas and metal ores. Others, such as North America, Canada and Ukraine, have fertile farmland for growing crops and raising animals. Other countries, such as the United States of America, Mexico, the UK, China and Germany, use natural resources to make products, such as cars and toys, which they export worldwide.</p> <p>Skill Year 6 Name, locate and explain the distribution of significant</p>	<p>Analysing road safety data</p> <p>P. Study/Geography/Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6 Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Specific knowledge Year 6 Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast rural roads. Most accidents happened on urban roads due to the volume of traffic, but there were fewer deaths. Factors that cause accidents on rural roads are speeding, blind bends, people walking in the road, no cycle lanes and motorcyclists overtaking or having little knowledge of the roads. Urban roads have higher traffic volumes but are usually wider, have fewer bends, cycle lanes and more footpaths, so accidents are less likely to be fatal. Motorways Have the</p>
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<p>Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Time Zones</p> <p>P.Study Geography Location 5 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>Knowledge Year 6 The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Specific knowledge Year 6 Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).</p> <p>Skill Year 6 Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>	<p>Specific knowledge Year 6 Maps are smaller than the places they represent, so they have to be drawn to scale. A scale on a map is written as a ratio, for example, 1cm:80km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.</p> <p>Skill Year 6 Use satellite imaging and maps of different scales to find out geographical information about a place.</p>	<p>Knowledge Year 6 A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>Specific knowledge Year 6 A grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show an area's terrain. Map symbols are pictures or icons that represent physical and human features.</p> <p>Skill Year 6 Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p>	<p>context for understanding the actions of processes.</p> <p>6 Year 6 Features Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge</p> <p>Year 6 Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p> <p>Year 6 Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.</p> <p>Skill(s) Year 6 Evaluate the extent to which climate and extreme weather affect how people live. View progression</p> <p>Year 6 Describe the physical processes, including weather, that affect two different locations.</p>	<p>Industrial, farming and exporting regions around the world.</p> <p>Natural Resource management</p> <p>P.Study Geography Features 6 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.</p> <p>Knowledge Year 6 Natural resource management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.</p> <p>Skill Year 6 Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>	<p>lowest number of accidents in each category.</p> <p>Skill Year 6 Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary</p> <p>Road safety fieldwork</p> <p>P. Study Geography Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6 Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).</p> <p>Skill Year 6 Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p>
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Year 6 Spring

This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

Spring 1 (Maestro & FOS: Frozen Kingdom)

<p>Introductory knowledge</p> <p>P. of Study Geography Fieldwork 4 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Knowledge Year 6</p> <p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>Specific knowledge Year 6</p> <p>There are five major lines of latitude. These are the equator at 0°, the Tropics of Cancer (23.5°N) and Capricorn (23.5°S) and the Arctic (66.5°N) and Antarctic (66.5°S) Circles.</p> <p>Specific knowledge Year 6</p> <p>Latitude and longitude enable locations on Earth to be identified in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.</p> <p>Skill Year 6 Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p>	<p>Polar climates</p> <p>P. of Study Geography Place 3 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>Knowledge Year 6</p> <p>Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>Specific knowledge Year 6</p> <p>The Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. The Antarctic region has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range between -60°C and -20°C.</p> <p>Skill Year 6 Describe the climatic similarities and differences between two regions.</p>	<p>Polar Oceans</p> <p>P. of Study Breadth Geography 2 Year 6 Aims 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; 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.</p> <p>6 Year 6 Features Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6</p> <p>Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.</p> <p>Year 6</p> <p>The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.</p> <p>Skill(s) Year 6 Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. View progression</p> <p>Year 6 Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p>	<p>Climate Change</p> <p>P. of Study Geography Features 6 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Skill Year 6 Explain how climate change affects climate zones and biomes across the world.</p> <p>Knowledge Year 6</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p>	<p>Indigenous People</p> <p>P. of Study Geography Features 6 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.</p> <p>Knowledge Year 6</p> <p>The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Specific knowledge Year 6</p> <p>Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walrus and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.</p> <p>Specific knowledge Year 6</p> <p>Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life.</p> <p>Skill Year 6 Explain how humans function in the place they live.</p>	
<p>Polar expedition</p> <p>P. of Study Geography Place 3 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>Knowledge Year 6</p> <p>Climate is the long-term pattern of weather conditions found in a</p>	<p>Polar days and nights</p> <p>P. of Study Geography Location 5 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>Knowledge Year 6</p> <p>The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Specific knowledge Year 6</p> <p>The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of</p>	<p>Polar Landscapes</p> <p>P. of Study Geography Features 6 Describe and understand key aspects of</p>	<p>Natural Resources</p> <p>P. of Study Geography Features 6 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.</p> <p>Knowledge Year 6</p> <p>Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p> <p>Specific knowledge Year 6</p> <p>Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.</p>	<p>Case Study- Tourism in Antarctica</p> <p>P. of Study Breadth Geography Aims 2 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.</p> <p>Knowledge Year 6</p> <p>Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p>Specific knowledge Year 6</p> <p>Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged.</p>	

<p>particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>Specific knowledge Year 6</p> <p>The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.</p> <p>Specific knowledge Year 6</p> <p>Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers.</p> <p>Skill Year 6 Describe the climatic similarities and differences between two regions.</p>	<p>Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night.</p> <p>Skill Year 6 Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge Year 6</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Skill Year 6 Explain how climate change affects climate zones and biomes across the world.</p>	<p>Skill Year 6 Describe the distribution of natural resources in an area or country.</p>	<p>Skill Year 6 Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	
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<p>Spring 2</p>					
<p>Polar Travel</p> <p>P.Study Breadth Geography Aims 2 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.</p> <p>Knowledge Year 6 Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p>			<p>Innovate</p> <p>P.Study/Geography/Fieldwork 1 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Knowledge Year 6 Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to</p>	<p>Innovate</p> <p>P.Study Breadth Geography Aims 2 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.</p> <p>Knowledge Year 6 Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p>	

<p>Skill Year 6 Present a detailed account of how an industry, including tourism, has changed a place or landscape over time</p>			<p>the South Pole and show the westerly or easterly position of a geographical area.</p> <p>Skill Year 6 Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p>	<p>Skill Year 6 Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	
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