

### GEOGRAPHY AT DOWNSVIEW

#### Our Vision (Intent)

At Downsview, we believe that a high-quality Geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. We believe that there can be few things more fundamental than learning about the 'Earth as our home'. Geography, when taught well, should fascinate and inspire children and nourish curiosity. Geography also deepens understanding of many contemporary challenges – climate change, food security, energy choices. As a subject, it impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow.

At Downsview we want children to realise that geography is about them, growing up in their world. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. We carefully selected units which reflect the needs of our children: units which take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us excited about geography as a subject.

#### How we plan and teach Geography (Implementation)

Although we make meaningful links to other curriculum areas, we believe that children should see geography as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited, and children's locational knowledge is built on year on year.

Geography is taught once a term – children complete three units over a year. Teachers are clear about what they need children to learn and how these builds on prior learning. We draw on the expertise of The Royal Geographical Association to ensure our units are well planned and use this organisation to develop our teachers' subject knowledge.

Fieldwork is a statutory part of the national curriculum and is undertaken on a regular basis. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. First hand experiences are really important for our children at Downsview. Fieldwork ensures children are engaging with the world around them, managing risks, navigating real landscapes and gathering data for real purposes. Through our geography curriculum, we have thought about key threads that run through units. These threads of *My Place in the World*, *Sustainability* and *Interconnectivity* are revisited over time and add to the cohesiveness of our curriculum.

#### How we evaluate learning in Geography (Impact)

The impact of our geography curriculum can be seen in work in children's books. Children have overviews for each unit, which outline what children will be learning, how these builds on previous learning and what the next steps in learning are. Leaders identify key assessment targets and children complete a short assessment at the end of each unit. Teachers use these assessments to evaluate whether a child is working at the expected standard and to plan for next steps.




Learning is revisited regularly. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of geography.

# GEOGRAPHY OVERVIEW

## Main Areas of Study




Year Group	Unit 1	Unit 2	Unit 3
ONE	<p><b>Africa</b> <i>7 Continents &amp; Nairobi</i></p>	<p><b>The United Kingdom</b> <i>Countries and Capital Cities</i> <i>Compare London to Nairobi</i></p>	<p><b>Seaside</b> <i>UK Seas and the 5 Oceans</i> <i>Compass Points</i></p>
TWO	<p><b>Hot &amp; Cold</b> <i>Seasonal changes around Globe</i></p>	<p><b>School Grounds &amp; Local Area</b> <i>Photos &amp; Map Work</i></p>	
THREE	<p><b>Farming &amp; Food</b> <i>Land use and changes over time <a href="#">Link to History</a></i></p>	<p><b>Journey to Scotland</b> <i>Counties, Cities and key topographical features <a href="#">Link to History</a></i></p>	<p><b>The Mediterranean</b> <i>Overview of Europe, then close look at Italy <a href="#">Link to History</a></i></p>
FOUR	<p><b>Mountains (Eastern Europe), Volcanoes &amp; Earthquakes</b></p>	<p><b>Rivers</b> <i>How they bring change – link with settlers</i> <i>Teach before Egyptians <a href="#">Link to History</a></i></p>	<p><b>Water</b></p>
FIVE	<p><b>Trade Links</b> <i>Economic activity and major trade routes, time zones</i></p>	<p><b>Antarctica</b></p>	<p><b>Brazil</b></p>
SIX	<p><b>North America (Climate zones &amp; biomes) <a href="#">Link to History</a></b></p>	<p><b>Global Warming / Coastline</b></p>	<p><b>Sustainable Planet</b> <i>Distribution of natural resources</i></p>

### YEAR ONE

Unit	Africa	The United Kingdom	Seaside
NC	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Name and locate the world's seven continents and five oceans.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
Thread	 <b>My Place in the World</b>	 <b>My Place in the World</b>	 <b>My Place in the World</b>
Overview	Our learning will focus on Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK.	Our key learning will focus on the countries of the UK. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Nairobi in detail.	We will be learning about the seaside. We will be identifying the 5 oceans and seas surrounding the UK as well as describing and comparing seaside locations past and present.
Key questions	<ul style="list-style-type: none"> <li>Where is Kenya?</li> <li>What is life like for the people of Kenya?</li> <li>What are some of the key physical features of Kenya (national parks)?</li> <li>What are some of the human features of Kenya (Nairobi)?</li> <li>Which animals have Kenya as their habitat?</li> <li>What is Maasai culture?</li> <li>What is my life like compared to a child in Nairobi?</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between 'town' and 'countryside'?</li> <li>What are the four capital cities of the UK? Where can we find them?</li> <li>What are the human and physical features of London?</li> <li>What are the human and physical features of Nairobi?</li> <li>What similarities or differences can we see with London &amp; Nairobi?</li> </ul>	<ul style="list-style-type: none"> <li>Where are our seaside?</li> <li>What are the main physical features of a seaside?</li> <li>What are the main human features of the seaside?</li> <li>How have seaside resorts changed over time?</li> <li>Where are the main islands surrounding the UK?</li> <li>What can I see when I visit a seaside resort?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Some understanding of other areas of the World (India) studied in EYFS.</p> <p><b>Future knowledge:</b> Understanding of how to compare and contrast two locations – Y3, Y4, Y5, Y6</p>	<p><b>Prior knowledge:</b> Basic mapwork and stories based in different parts of the UK (EYFS).</p> <p><b>Future knowledge:</b> Looking more in depth at the UK in Y3 – Journey to Scotland where they will use this base knowledge and extend it.</p>	<p><b>Prior knowledge:</b> Britain is part of the Atlantic Ocean from their UK unit in Y1.</p> <p><b>Future knowledge:</b> How the oceans impact upon trade and life for coastal communities across the world (Y5)</p>
Specific Vocabulary	Africa, Kenya, Nairobi, mountains, national park, wildlife reserve, savannah, migration, safari, tourists, forests, vegetation, Maasai	Town, countryside, pro, con, country, United Kingdom, island, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast	Sand, cliff, beach, sun, shell, bay, coast, dune, pier, shore, water, waves, shallow, deep, tide, horizon, ocean, fish

<b>Yearly Vocabulary</b>	River Thames, physical features, human features, United Kingdom, maps, ocean, river, land, country, flat, street, town, road, post office, parks, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities</li> </ul>
	Place Knowledge	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom</li> </ul>
	Human and Physical Geography	<ul style="list-style-type: none"> <li>Identify and observe seasonal changes and daily weather patterns in the United Kingdom</li> <li>Identify key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, park, season and weather</li> <li>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour, playground, school and shop</li> </ul>
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map</li> <li>Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks</li> <li>Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography</li> </ul>
	Geographical enquiry	<ul style="list-style-type: none"> <li>Explain where they live and describe some of the physical features</li> <li>Identify what they like and don't like about their locality and give reasons why</li> <li>Answer some questions using different geographical resources</li> <li>Ask relevant geographical questions using a range of sources provided</li> <li>Show empathy towards a geographical event or issue and explain the impact on people or place</li> </ul>

### YEAR TWO

Unit	Hot & Cold	School Grounds & Local Area
NC	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>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>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>
Thread	 <p><b>My Place in the World</b></p>	  <p><b>Interconnectivity</b>      <b>My Place in the World</b></p>
Overview	<p>Our key learning will focus on comparing and contrasting the region of Antarctica with Australia. The children will identify key weather patterns of the two locations and the impact that weather has on the physical and human geography of the places.</p>	<p>Our key learning focusing on the main human and physical geographical features of our local area and how they might be changing. We will use of a range of geographical skills including the use of maps, observation, and field sketches. There will also be fieldwork opportunities within your school's local area and we will show different ways of presenting information about our locality.</p> <p><a href="#">External Royal Geographical Society Link</a></p>
Key questions	<ul style="list-style-type: none"> <li>• Where is Australia?</li> <li>• What is the weather like in Australia?</li> <li>• What is special about Australian animals?</li> <li>• Who lives in Australia?</li> <li>• Where is Antarctica?</li> <li>• What is the weather like in Antarctica?</li> <li>• What would you see on a visit to Antarctica?</li> <li>• What animals would you see in Antarctica?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the name of this place?</li> <li>• Where is this place and which other places are near it?</li> <li>• Is it a village, town, suburb or part of a city?</li> <li>• What types of buildings can we find and what are they used for?</li> <li>• What different types of land-use can we find?</li> <li>• Are there any green spaces and what are they used for?</li> <li>• Who lives here and what do they do?</li> <li>• How do people use this landscape in different ways?</li> <li>• Are there any local 'landmarks'?</li> <li>• What types of transport links can we find?</li> <li>• What evidence is there of connections to other places?</li> <li>• What was this place like in the past?</li> <li>• How and why is it changing?</li> <li>• How is it similar or different to other localities that are being studied?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> UOW (EYFS) children participate in daily discussion about the weather. Through their outdoor learning, children discuss and notice the change in seasons. Seasonal resources are also used to equip the outdoor classroom.</p> <p><b>Future knowledge:</b> Develop understanding of the water cycle in Y4 and then moving on to topics including Antarctica (Y5), Brazil (Y5) and USA (Y6) that all have a link to climate.</p>	<p><b>Prior knowledge:</b> UOW (EYFS) understand features of their own immediate environment during their work on 'Swanley and Beyond'. Children discuss images of recognisable places in Swanley and visit local attractions and places.</p> <p><b>Future knowledge:</b> Use their understanding of Swanley and apply to extending knowledge of Swanley as part of the UK (Y3).</p>





# GEOGRAPHY CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Temperature, climate, weather, polar, equatorial, tropical, Northern Hemisphere, Southern Hemisphere, season, equator, degrees, Celsius, globe	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop
<b>Yearly Vocabulary</b>	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, rich/affluent, poor, aerial view, aerial map, centre, environment, settlement	
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas, such as flags, cultural customs, traditions, symbols and capital cities</li> <li>• Name and locate the world's seven continents and five oceans</li> </ul>
	Place Knowledge	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and a contrasting Non-European country</li> </ul>
	Human and Physical Geography	<ul style="list-style-type: none"> <li>• Record and compare seasonal changes and daily weather patterns in the United Kingdom</li> <li>• Identify and understand the significance of the equator on the world climate, including North and South Pole</li> <li>• Compare and contrast key physical and human features of two contrasting areas</li> </ul>
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map.</li> <li>• Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks.</li> <li>• Use simple fieldwork and observational skills to compare the geography of their school and the local area with another area familiar to them, identifying the human and physical features</li> </ul>
	Geographical enquiry	<ul style="list-style-type: none"> <li>• Label a diagram or photograph using some geographical vocabulary</li> <li>• Describe a locality</li> <li>• Identify key features of a locality by using a map</li> <li>• Use a range of geographical evidence to make predictions</li> <li>• Make comparisons between people and places and explain their reasons</li> </ul>

### YEAR THREE




Unit	Farming & Food	Journey to Scotland	The Mediterranean
NC	Describe and understand key aspects of human geography, including: <b>types of settlement and land use</b> , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <b>a region in a European country</b> , and a region within North or South America.  Locate the world's countries, <b>using maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
Thread	 <b>Sustainability</b>	 <b>My Place in the World</b>	  <b>Interconnectivity</b> <b>My Place in the World</b>
Overview	This unit on land use provides children with the chance to take a careful look at the places around them and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.	In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time and how the population of the UK as a whole has changed throughout the course of history. They will also focus on the moving from Swanley through the UK to Scotland.	Our key learning takes a 'zoom lens' approach to studying the Mediterranean region within Europe. It moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Bologna, Italy) whilst identifying core opportunities for learning at each geographical scale. <a href="#">External Royal Geographical Society Link</a>
Key questions	<ul style="list-style-type: none"> <li>• What is a sketch map?</li> <li>• What is around us? What can you see?</li> <li>• What does a key on a map do?</li> <li>• What makes a good map symbol?</li> <li>• What kinds of buildings might we see in our chosen area?</li> <li>• What are the key features of the chosen area?</li> <li>• Where are the UK's main urban areas?</li> <li>• How can we describe space used in the UK?</li> <li>• How has agriculture land use changed?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between the UK and The British Isles and Great Britain?</li> <li>• What are the names of the capital cities of the countries in the UK?</li> <li>• What are the key iconic physical and human features of the UK?</li> <li>• What does the UK look like from the air?</li> <li>• What is the typical climate of the UK?</li> <li>• How do weather patterns vary between the North, South, East and West?</li> <li>• What are counties? How did they originate?</li> <li>• What has caused cities to grow and be successful over time?</li> </ul>	<ul style="list-style-type: none"> <li>• What makes Europe a continent?</li> <li>• Is the Mediterranean a proper sea?</li> <li>• What are the physical features of Italy?</li> <li>• What does a regional map of Italy look like?</li> <li>• What are the differences between Italian regions?</li> <li>• What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence</li> <li>• How do these cities compare to cities in the UK?</li> <li>• How has Bologna changed over time?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Locational study in Y2 will have identified key local farms and areas of countryside.</p> <p><b>Future knowledge:</b></p>	<p><b>Prior knowledge:</b> Key parts of the UK located and named in Y1.</p> <p><b>Future knowledge:</b></p>	<p><b>Prior knowledge:</b> Seaside learning in Y1 links to the sea and the features of the Mediterranean Sea.</p> <p><b>Future knowledge:</b></p>



	This will form a basis for their learning on Trade Links in Y5 and understanding where key resources and materials come from and supply chains.	Y4 work on rivers will use this locational knowledge as will other topics that compare and contrast to the UK – USA (Y6), Brazil (Y5).	Physical features will link into Y4 volcanoes work and then to trade links in Y5.
<b>Specific Vocabulary</b>	Agriculture, counties, recreation, retail, rural, symbol, urban, forestry, coastal, freshwater, business, factories, housing,	Capital city, counties, towns, villages, coast, beach, rural, urban, district, prime meridian, immigration, landmark, Great Britain,	Inhabit, population, Mediterranean, latitude, climate, equator, landscape,
<b>Yearly Vocabulary</b>	plains, landscapes, terrains, region, vegetation, climate, semi-desert, steppe, physical characteristics, tributaries, basin, marsh land, agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, locally produced, globalised, producer		
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>• Locate the United Kingdom within Europe</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities including London and three others that include a coastline, a river and hills</li> <li>• Identify and compare land use patterns within identified cities</li> <li>• Understand how land use has changed over time and the impact of this</li> </ul>	
	Place Knowledge	<ul style="list-style-type: none"> <li>• Research and formulate an opinion about what life would have been like and the key features of a given time period</li> <li>• Analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>• Create a structured account of a past event, from multiple perspectives</li> </ul>	
	Human and Physical Geography	<ul style="list-style-type: none"> <li>• Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others</li> <li>• Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints</li> <li>• Create a historical account, using existing primary and secondary sources as evidence</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> </ul>	
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Structure talk and debate in both formal and informal ways by grouping arguments by theme</li> <li>• Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support</li> </ul>	
	Geographical enquiry	<ul style="list-style-type: none"> <li>• Suggest relationships between causes in history</li> <li>• Compare the advancements from two different time periods</li> <li>• Compare mankind's greatest follies from one or more time periods</li> </ul>	







### YEAR FOUR

Unit	Mountains, Volcanoes & Earthquakes	Water	Rivers
NC	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, <b>mountains, volcanoes and earthquakes</b> , and the water cycle	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and <b>the water cycle</b>	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, and the water cycle
Thread	 <b>My Place in the World</b>	 <b>Sustainability</b>	 <b>My Place in the World</b>
Overview	We begin by with discovering the physical geography of Mount Everest. We will then establish the geographical location of the main continental mountain ranges and investigate how mountains are formed. Pupils will then understand how volcanoes, another type of mountain, are formed and where they are located before finishing by focussing on earthquakes. <a href="#">External Royal Geographical Society Link</a>	This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.	Pupils will learn that rivers and river systems, are dynamic, changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on people's lives. Then the focus will move to the River Thames; the UK's second longest, but arguably most iconic river. <a href="#">External Royal Geographical Society Link</a>
Key questions	<ul style="list-style-type: none"> <li>• What is a mountain? Is all high land a mountain?</li> <li>• Where is Mount Everest located?</li> <li>• How do the features of the landscape change at altitude?</li> <li>• What is the weather like? How does this change?</li> <li>• What do volcanoes produce? Are these good or bad for us?</li> <li>• What is an earthquake?</li> </ul>	<ul style="list-style-type: none"> <li>• How does water change between different states?</li> <li>• What are the stages of the water cycle?</li> <li>• How do we measure clouds?</li> <li>• Where does our water come from? Would you drink it?</li> <li>• What is water pollution?</li> <li>• What can we do to reduce the pollution of our water?</li> </ul>	<ul style="list-style-type: none"> <li>• How are rivers formed?</li> <li>• How does the surrounding landscape change from source to mouth?</li> <li>• What are the factors that lead to flooding?</li> <li>• What are the physical characteristics of the River Thames?</li> <li>• Why is the River Thames liable to flooding?</li> <li>• How are waterfalls formed? What physical processes are involved in their formation?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Location of a volcano when studying the Mediterranean in Y3.</p> <p><b>Future knowledge:</b> Knowledge of the mountain ranges used when studying USA in Y6.</p>	<p><b>Prior knowledge:</b> Links to Science learning on the Water Cycle. Knowledge of the oceans from KS1 topic on seaside.</p> <p><b>Future knowledge:</b> Environmental and sustainability (ethical fishing) (Y6).</p>	<p><b>Prior knowledge:</b> Knowledge of the oceans from KS1 topic on seaside.</p> <p><b>Future knowledge:</b> The use of rivers for trade (Y5) and how they are being polluted (Y6)</p>
Specific Vocabulary	Eruption, tectonic plates, aftershock, outer core, magma, lava, Inner core, magnitude, altitude, landslide, crust, decline, descend, igneous, incline, peak, slope, face, summit	Dam, fertiliser, particles, pesticides, pollution, reservoir, water vapour, condensation, evaporation, transpiration, precipitation, solid, liquid, gas, run off	Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, salt water, mouth, meander, silt, source, stream, tidal, upstream





<b>Yearly Vocabulary</b>	meander, delta, estuary, embankment, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>• Locate a range of countries and Capital cities in Europe and North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe</li> <li>• Identifying the physical and human characteristics of countries identified</li> <li>• Identify and locate the six different climate regions on a world map</li> </ul>
	Place Knowledge	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries from Europe, Asia, Africa and North/ South America</li> </ul>
	Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of the water cycle and the impact on human geography through distribution of natural resources and natural disasters</li> <li>• Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga</li> </ul>
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use four figure grid references to describe the locational knowledge of the United Kingdom and the wider world</li> <li>• Use maps, atlases and globes to locate countries and describe features studied</li> </ul>
	Geographical enquiry	<ul style="list-style-type: none"> <li>• Explain how a locality has changed over time with reference to physical features and human features</li> <li>• Suggest different ways that a locality could be changed and improved</li> <li>• Identify different views around a geographical issue and state their own view</li> <li>• Research and collect information about people and places and present it? e.g. a report, a poster, a brochure</li> <li>• Ask questions, analyse a range of evidence and explain their findings based on a geographical source</li> <li>• Identify geographical patterns and make connections</li> </ul>

### YEAR FIVE

Unit	Trade Links	Antarctica	Brazil
<b>NC</b>	Describe and understand key aspects of human geography, including: types of settlement and land use, <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b>	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, <b>Arctic and Antarctic Circle</b> , the Prime/Greenwich Meridian and time zones (including day and night)	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 <b>South America</b> .
<b>Thread</b>	 <b>Interconnectivity</b>	 <b>My Place in the World</b>	  <b>My Place in the World</b> <b>Interconnectivity</b>
<b>Overview</b>	After defining trade, children will look at how trade has become global (timelines) linking people and places in the world. They will consider the journey of foods and manufactured goods from place of origin to the home and the features and benefits of fair trade. They will consider fast fashion and the ways they can reduce waste and its environmental impact.	The aim of the module is to develop an enquiry on the Polar region of Antarctica focusing on Shackleton's 1914–17 Endurance Expedition. This sequence of lesson plans will demonstrate geographical based, hands-on, cross-curricular activities such as role play to nurture pupils' fascination with and curiosity about this significant remote landscape and extreme environment. <a href="#">External Royal Geographical Society Link</a>	The aim of this unit is to introduce the pupils to the diverse and unique culture of Brazil. Throughout the unit the pupils will be encouraged to compare the geography of Brazil to that of the UK. Pupils will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They will investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro. <a href="#">External Royal Geographical Society Link</a>
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What is trade? How did it begin?</li> <li>• Where do the products we buy come from?</li> <li>• Who does the UK trade with?</li> <li>• What is the UK's biggest export?</li> <li>• What is a supply chain?</li> <li>• What is the supply chain for chocolate?</li> <li>• What is fair trade?</li> <li>• What is fast fashion? Is it good for the planet?</li> </ul>	<ul style="list-style-type: none"> <li>• Where is Antarctica? What time is it there?</li> <li>• Which explorer got to the South Pole first?</li> <li>• What would the crew of Shackleton's expedition have seen along their route?</li> <li>• What are the seasons on this continent?</li> <li>• What is life like at the Poles?</li> <li>• Do people live there?</li> <li>• What is daily life like on Antarctica?</li> </ul>	<ul style="list-style-type: none"> <li>• Where is South America? Where is Brazil?</li> <li>• Can you identify and locate any of the geographical regions in Brazil?</li> <li>• Which countries share a border with Brazil?</li> <li>• What do the terms 'weather' &amp; 'climate' mean?</li> <li>• What are meant by the terms 'rural' and 'urban'?</li> <li>• How do the lives of people in Brazil compare to lives of people in the UK?</li> <li>• What is the 'poverty line'?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> Work in Y3 on farming and land use will give a context on supply chains and core resources.</p> <p><b>Future knowledge:</b> Links to Y6 work on sustainability and climate change and the effects of increased trade on climate change.</p>	<p><b>Prior knowledge:</b> KS1 Hot &amp; Cold will have completed some entry level understanding on Antarctica and cold regions.</p> <p><b>Future knowledge:</b> Environmental and sustainability (Y6). Heightened understanding of a broad range of locations across the world. This should aid aspiration to different localities.</p>	<p><b>Prior knowledge:</b> Knowledge of other continents covered across KS1 (hot &amp; cold) and other KS2 areas of study (Y3 – Mediterranean).</p> <p><b>Future knowledge:</b> Heightened understanding of a broad range of locations across the world which should aid aspiration to different localities. Link with North America study (Y6).</p>

<b>Specific Vocabulary</b>	Trade, import, export, product, raw materials, supplier, manufacturer, distributor, retailer, consumer, plantation, raw materials, economy, income, GDP/capita, company, profit	Antarctic Circle, continental drift, glacier, environment, blizzard, Ice Age, Global Warming, frostbite, atmosphere, climate, greenhouse gases, cold, greenhouse effect, continental shelf, continental slope, conservation, calving, tides, extinct, Ice floe, Ice Shelf, Ice Sheet, Iceberg,	Brasilia, landmark, ecosystem, urban, rural, favelas, poverty, football, Hemisphere, Rio de Janeiro, Christ the Redeemer, Amazon River, Amazon Rainforest, agriculture, inequality, capoeira
<b>Yearly Vocabulary</b>	food miles, usage, consumption, gnp, economics, productivity, labour, tourism, inner city, suburbs, rural, boroughs, population growth, ghettos, capital, outskirts, urbanization, metropolitan, employment, classes, poverty, city expansion, factories, manufacturing, globalised, producer		
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude and longitude on time zones around the world</li> <li>Identify the position and significance of the equator on South America</li> <li>Identify the position and significance of Northern and Southern Hemisphere on human geography</li> <li>Identify the position and significance of Arctic and Antarctic Circle</li> </ul>	
	Place Knowledge	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and two contrasting countries in or beyond Europe and North/South America.</li> </ul>	
	Human and Physical Geography	<ul style="list-style-type: none"> <li>Consider how physical geography impacts on land use, trade links, economic activity and types of settlement</li> <li>Describe and understand key features of natural disasters</li> </ul>	
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Use six figure grid references to build locational knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs</li> <li>Use maps, atlases and globes to locate countries and describe and compare features studied</li> </ul>	
	Geographical enquiry	<ul style="list-style-type: none"> <li>Identify the links between human and physical geography</li> <li>Make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features</li> <li>Explain views in relation to environmental change and geographical issues and compare these with the views of others</li> <li>Pose a geographical hypothesis using various sources to draw a conclusion</li> <li>Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises</li> <li>Evaluate geographical information/ sources and draw appropriate conclusions</li> </ul>	

### YEAR SIX

Unit	The United States of America	Sustainable Planet	Climate Challenge
<b>NC</b>	<p><i>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</i></p> <p><i>To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p>	<p><i>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including <b>energy</b>, food, minerals and water</i></p>	<p><i>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and <b>the distribution of natural resources</b> including energy, food, minerals and water</i></p>
<b>Thread</b>	 <p><b>My Place in the World</b></p>	 <p><b>Sustainability</b></p>	  <p><b>Sustainability Interconnectivity</b></p>
<b>Overview</b>	<p>Our key learning will provide an overview of the different features of the USA including both physical and human landscapes, as well as the interactions between them and the important issues that these interactions create. Pupils will develop strong locational and place knowledge of the USA, as well as an understanding of how this region is different from the United Kingdom.</p> <p><a href="#">External Royal Geographical Society Link</a></p>	<p>Our key learning will be based on the natural resources of our planet and how they can be used as sources of energy. Pupils will learn how fossil fuels are formed and why there are efforts to reduce our reliance on them due to the environmental impact. They will then learn about minerals – what they are, where they are found and how they can impact a country's wealth.</p>	<p>Our key learning will be based on understanding of what climate change is and how human activities are contributing towards this. They will also look at climate change adaptation is and how some communities are adapting to the effects of climate change. They will also look to what actions individuals, communities and decision makers can take to respond to climate change.</p>
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• What and Where are the Americas?</li> <li>• What is it like to live in different regions of America?</li> <li>• How have rivers shaped the physical landscape in the USA?</li> <li>• How has population changed in the USA over time? What are some of the reasons?</li> <li>• What climates exist across the USA?</li> <li>• What agricultural features are there?</li> <li>• How has New York City changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>• What is sustainability?</li> <li>• How do we produce energy?</li> <li>• What is special about Curitiba (the greenest city on Earth)?</li> <li>• How did Freiburg become more sustainable?</li> <li>• How will we produce and use energy differently in the future?</li> <li>• How sustainable is my community?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between climate and weather?</li> <li>• What is the greenhouse effect?</li> <li>• What is a carbon footprint?</li> <li>• Who are the biggest contributors to climate change?</li> <li>• What is and could be affected by this change?</li> <li>• How are people and communities affected by climate change?</li> <li>• What actions can we take to tackle the change?</li> </ul>
<b>Knowledge</b>	<p><b>Prior knowledge:</b> Knowledge of Brazil and the Equator (Y5).</p> <p><b>Future knowledge:</b> Heightened understanding of a broad range of locations across the world which should aid aspiration to different localities.</p>	<p><b>Prior knowledge:</b> Children will bring their own understanding of this topic to the enquiry through their work in SMSC, PSHE and our values. Plus link with Y6 'Climate Change' learning.</p> <p><b>Future knowledge:</b> Use this knowledge to become responsible citizens of the future</p>	<p><b>Prior knowledge:</b> children will bring their own understanding of this topic to the enquiry through their work in SMSC, PSHE and our values. Plus link with Y6 'Sustainable Planet' learning.</p> <p><b>Future knowledge:</b> Use this knowledge to become responsible citizens of the future</p>

<b>Specific Vocabulary</b>	Biome, canyon, climate, delta, drought, erosion, flood plain, geology, gorge, Grand Canyon, lake, latitude, levee, longitude, mountain, plateau, population density, prairie, topography	Biodiversity, biofuel, conservation, ecosystem, green technology, renewable, natural resources, consumerism, sustainable design, agriculture, carbon neutral	Flooding, drought, coastal defences, melting ice caps, pollution, emissions, energy saving, environmental disasters, recycling, fossil fuels, greenhouse gases, deforestation
<b>Yearly Vocabulary</b>	amenities, flora, fauna, erosion, depletion, consumerism, encroachment, preservation, sanctuary, greenhouse effect, equatorial, emergent layer, canopy, tropical, understudy, land-locked, island,		
<b>Skills</b>	Locational Knowledge	<ul style="list-style-type: none"> <li>• A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristic and how these aspects have changed over time</li> <li>• Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn</li> </ul>	
	Place Knowledge	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through locational comparative study.</li> </ul>	
	Human and Physical Geography	<ul style="list-style-type: none"> <li>• In depth locational study to understand the significance of the human activity on physical geography</li> <li>• Consider the probable future and possible future if things remain unchanged</li> <li>• Create potential solutions for a preferred future</li> <li>• Identify how physical geography impacts on the distribution of other natural resources such as oil, coal, food and minerals</li> </ul>	
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies.</li> <li>• Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied</li> </ul>	
	Geographical enquiry	<ul style="list-style-type: none"> <li>• Explain the links between human and physical geographical processes and how these may affect the future</li> <li>• Explain a range of geographical processes and the effects on people and places</li> <li>• Make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph)</li> <li>• Present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia</li> <li>• Collect statistics about people and places from field work or research and analyse data looking for trends</li> <li>• Interpret other people's arguments for change, analysing and evaluating their viewpoints</li> </ul>	