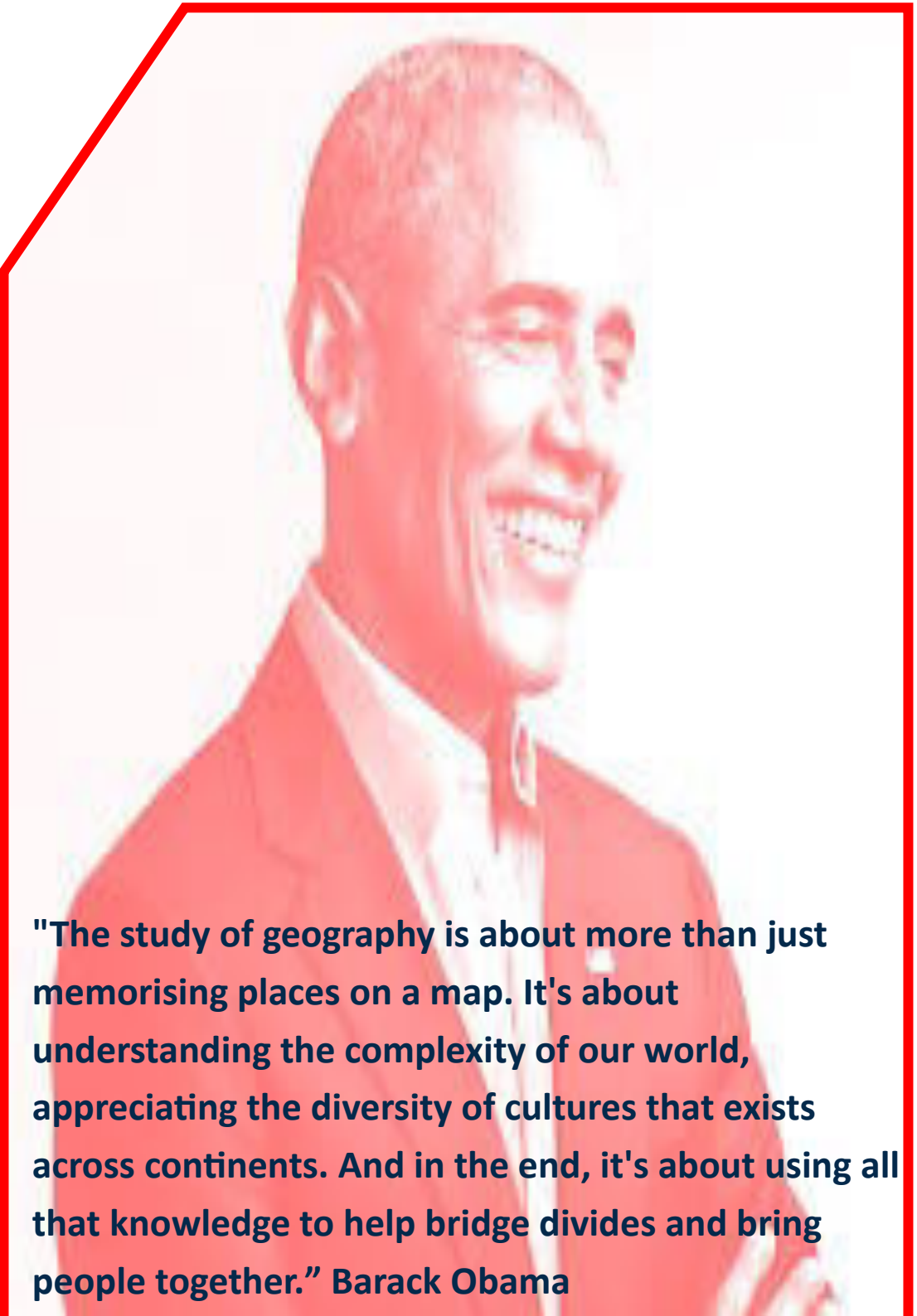

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barack Obama

ST JOHN'S
A PRIORY ACADEMY

THE PRIORY FEDERATION OF ACADEMIES TRUST

Geography Curriculum Overview

Geography at St John's

Our Geography curriculum ensures children are able to act as Geographers and ensures that they have developed a clear knowledge of the Geography taught. The children will have:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment

Curriculum Drivers

Geography in Early Years

Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goals

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Threshold Concepts: Year 1 and 2

Milestone 1

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Investigate patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- Identify land use around the school.

Communicate geographically

- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  - key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

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Threshold Concepts: Year 3 and 4

Milestone 2

Investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

Investigate patterns

- Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

Communicate geographically

- Describe key aspects of:
  - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - human geography, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

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A PRIORY ACADEMY

Threshold Concepts: Year 5 and 6

Milestone 3

Investigate places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

Investigate patterns

- Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate geographically

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
  - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

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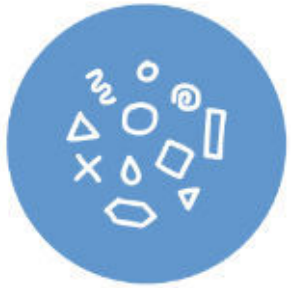
Developing Schema Knowledge

Location

Physical features

Human features



Diversity

Physical processes

Human processes

Techniques

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A PRIORY ACADEMY

Schema Maps

Geography
Years 1 and 2

	Location	Physical features	Human features	Diversity	Physical processes	Human processes	Techniques
My Local Area	✓	✓	✓			✓	✓
The UK and its Seasons	✓	✓	✓		✓		✓
Wonderful Water	✓	✓	✓	✓		✓	
The World	✓	✓	✓	✓			✓
Hot and Cold Places	✓	✓		✓		✓	✓
The UK and Nigeria	✓	✓		✓	✓	✓	

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Schema Maps

Geography
Year 3 and 4

	Location	Physical features	Human features	Diversity	Physical processes	Human processes	Techniques
The UK: Rivers	✓	✓			✓	✓	✓
Europe	✓	✓	✓	✓	✓	✓	✓
Volcanoes and Earthquakes	✓	✓			✓	✓	✓
The Journey of Food	✓			✓	✓	✓	✓
The UK and Italy: Coastal Regions	✓	✓	✓	✓	✓	✓	✓

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Schema Maps

Geography
Year 5 and 6

	 Location	 Physical features	 Human features	 Diversity	 Physical processes	 Human processes	 Techniques
North and South America	✓	✓		✓	✓	✓	✓
Trade and Economics	✓	✓		✓		✓	✓
City Life: London and Rio de Janeiro	✓		✓	✓	✓	✓	✓
Maps and Digital Technology	✓		✓	✓			✓
Future Planet		✓		✓		✓	

ST JOHN'S
A PRIORY ACADEMY

St John's Geography Long Term Overview

Year	Project 1	Project 2	Project 3
Reception			
Year 1	My Local Area	The UK and its Seasons	Wonderful Water
Year 2	The World	Hot and Cold Places	The UK and Nigeria
Year 3	The UK: Rivers	Europe	
Year 4	Volcanoes and Earthquakes	Journey of Food	Coastal Regions: UK and Italy
Year 5	North and South America		Trade and Economics
Year 6	City Life: London and Rio	Maps & Digital Technology	Future Planet

National Curriculum Coverage KS1

name and locate the world's seven continents and five oceans	**Year 2—The World**
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Year 1—The UK and its Seasons
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	Year 2—The UK and Nigeria: Farming
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	Year 1: The UK and its Seasons Year 2: Hot and Cold places
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Year 1: My Local Area Year 1: The UK and Seasons Year 1: Wonderful Water Year 2: The World Year 2: Hot and Cold places Year 2: The UK and Nigeria: Farming
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	Year 1: My Local Area Year 1: The UK and Seasons Year 1: Wonderful Water Year 2: The World Year 2: Hot and Cold places Year 2: The UK and Nigeria: Farming
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	Year 1: My Local Area Year 1: The UK and its Seasons Year 2: The World Year 2: The UK and Nigeria: Farming

National Curriculum Coverage KS2

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	Year 3—Europe Year 4—Volcanoes and Earthquakes Year 4—Journey of Food Year 5: North and South America Year 5—Trade and Economics Year 6—City Life: London and Rio de Janeiro
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	Year 3—Rivers Year 4: Coastal regions: UK and Italy
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)	Year 3—Europe Year 4—Volcanoes and Earthquakes
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	Year 4—Coastal regions: UK and Italy Year 6—City life: London and Rio de Janeiro
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Year 3—Rivers Year 3—Europe Year 4—Journey of Food Year 4—Coastal regions: UK and Italy Year 5—North and South America Year 6 - Our future planet

National Curriculum Coverage KS2

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	Year 3—Europe Year 4—Journey of food Year 5—North and South America Year 5—Trade and Economics Year 6—City life: London and Rio de Janeiro Year 6—Our future planet
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Year 3—Rivers Year 3—Europe Year 4: Coastal regions: UK and Italy Year 5—North and South America Year 5—Trade and Economics Year 6—Maps and Digital Technology
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	Year 3—Rivers Year 3—Europe Year 5—North and South America
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Year 3—Rivers Year 3—Europe Year 4—Coastal regions: UK and Italy Year 5—Trade and Economics Year 6—City life: London and Rio de Janeiro

St John's Geography Enrichment

Year	Visits	Visitors	Workshops
R			
1	Walk around the local area		
2		Visit from a farmer	
3	Local River Study—Visit River Witham		
4	Visit to the coast—Mablethorpe		Volcanoes and Earthquakes
5			Rainforest explorer
6		Business Owners / Employees of large organisations to discuss how their businesses are becoming more 'green'	Orienteering

Geography Curriculum

Year 1 – My Local Area

Project Question: Do we go to school in a nice area?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

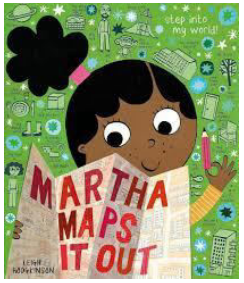
NC Links:
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

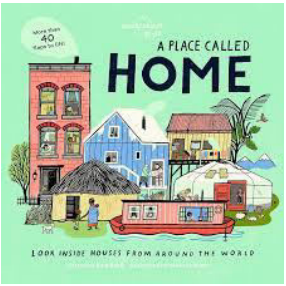
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

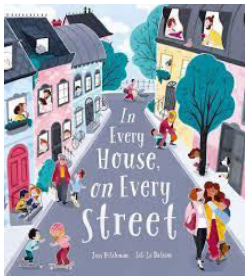
devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Texts







Prior Learning:

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Vocabulary

Address, location, aerial, map, plan, route, directions, compass, human, physical, observe, houses, council, improve

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
 Location	**To know about our classroom and our school and to know what an aerial map is.** We go to St John's Primary School – what can the children tell you about our school? Our school is in Bracebridge Heath. Share the address of our school – an address helps us know where something is and the location. Show children an aerial map of the street showing St John's – look at this photo. What do you think an aerial map is? Explain how an aerial photo is taken from above – it's like a bird has flown over and taken a photo! Share some other examples of aerial photos from different locations and environments – what do you see?	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) *Identify the key features of a location in order to say whether it is a city, town, village or rural area. *Use world maps, atlases and globes to identify the UK and its countries , as well as the countries, continents and oceans studied.	**Basic** What is an aerial view? Label an aerial plan of your classroom **Advanced** Work in groups to create an aerial plan of the classroom using different materials.

	Let's think about our classroom – what do we have in our classroom? Think of all the features the children might identify like furniture, windows, lights, other objects etc. Show an example aerial plan of a classroom (use the example from the twinkl presentation) Remember, it's like a bird looking from above – identify what the plan shows – e.g. the teachers desk, beanbags etc. Now model to the children using an empty rectangle what might be in a plan of our classroom. Use positional language e.g. what's at the front of our classroom? What's at the back? Model to the children what we would draw if we could only see from the top. Geography: Our School: Our Classroom Year 1 Lesson Pack 2 (twinkl.co.uk)	*Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans. **Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather - key human features, including city, town, village, factory, farm, house, office and shop. *Use compass directions (north, south, east and west) and locational language e.g. near and far to describe the location of features and routes on a map.	
	**To know what human and physical features we have in our local area and how these may appear on a map.** Last lesson we looked at our school. St John's is in the village of Bracebridge Heath. Our local area is the area around where we live or go to school. Children think about what is close to the school. They may think road, shops, a church, parks etc. List what children can think of on the board. Explain what we mean by physical and human features – look at the list the children created and sort them into whether they are human or physical. Can they think of anything else they could add to their list under either heading? Use Google Maps and Street View to show the local area around school. Locate on the maps some of the features of Bracebridge Heath the children listed earlier. Discuss other places of interest and zoom in for children to see the area. Introduce compass directions to the children – North, South, East and West and use this language when identifying where things are in relation to other aspects on a map. E.g. the church is north of the school. Geography: Our Local Area: What is Our Local Area Like? Year 1 Lesson Pack 1 (twinkl.co.uk)	**Basic** Draw and label some human and physical features found in Bracebridge Heath. **Advanced** Identify and point out some important features on photos / maps of Bracebridge Heath.
	**To know and identify what's in our local area through fieldwork.** ** LOCAL AREA VISIT ** Explain to the children how we will be walking around the local area observing what we might see. Recap what we had found on the maps from last lesson and how today we will be finding some of those human and physical features by walking around. Discuss with the children ways we will stay safe when undertaking fieldwork such as road safety, being careful of members of the public walking past etc.	All children to participate in a walk of the local area. Children to take clipboards and write the names of different places they see along the way. Take photos to stick in Geography books showing the children exploring Bracebridge Heath and at key physical / human features.

	Lead a guided walk of Bracebridge Heath. Where possible try and show:- *place of worship *buisnesses / shops * open spaces * houses Groups to have Ipads to take photos of key landmarks along the way to use in future lessons. Encourage children to spot other aspects too such as litter, traffic or anything that doesn't look as good in our local area. Once back, children to reflect on their walk and what they saw What did you see and hear? What was your favourite place? Was there anything you didn't like about the local area? Local Geography Lesson Plan - Out and About Fieldwork (twinkl.co.uk)	*Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	
 Location	**To know the route we took on our walk and to use maps to describe where we went.** Look back at some of the photos taken on our walk of the local area last week. Introduce children to some basic map symbols that may be used on a map rather than writing lots of words when there isn't much room. E.g. a place of worship may be represented by a square with a cross in. A car park is represented by a P in a circle or square. A forest or woodland area will be a tree. Share further examples. Recap the compass directions with the children from previous lessons. Use all of this knowledge to begin to draw the route the children took on their walk and label buildings using map symbols along the way. Share the directions as compass points e.g we walked north to the church and then turned east etc. Geography: Our Local Area: Fieldwork Follow Up Year 1 Lesson Pack 3 (twinkl.co.uk) Reading A Map Geography Teaching Resources & Worksheets (twinkl.co.uk)		**Basic** Match some common map symbols with a picture or photo of what they represent **Advanced** Draw a simple route showing where we went and what we saw on our local walk using map symbols to show human and physical features. Add the compass directions to the top of your map to label North, South, East and West.
 Human features	**To know what types of house we have in our local area.** Can the children remind and retrieve what we mean by human features. Explain how houses are human features and we all might live in different types of house. Show images of different houses e.g. detached, semi detached, bungalow, flat, terraced, cottage, caravan / motorhome		**Basic** Draw and label 3 different types of house in our local area. **Advanced** Compare and contrast what is the same and what is different using the sentence starters

	Share features of these different types of homes and what makes them different from one another – compare and contrast by saying what is the same and what is different. Can the children say which type they live in? Think back to our fieldwork – which types of house did we see on our local walk. Use Google Maps / Street view to look at the local streets and see whether we can identify different types of house in the local area. Which type of house is most common? Which type have we not seen many of? Geography: Our Local Area: Houses and Homes Year 1 Lesson Pack 4 (twinkl.co.uk)		These houses are similar because _____ These houses are different because _____
	**To know what changes we might make in the local area to make it better.** One of the things we looked at when exploring the local area was if there was anything we could change or improve to make our local area nicer. Discuss some of the things the children may have saw that weren't great for the local area: e.g. Was there lots of traffic? Was there litter on the floor? Did they see any areas that looked worn down or like they needed fixing or repairing? Was there any unsafe parking? Explain how it's people who have the responsibility of looking after the local area and making sure it's a nice place to live. It's the councils job to act on what people would like to improve about the area and spend money to make sure this is done. Pick an issue that the children identified. What could be done to make this better? How could we solve this issue and improve the area? Children to list their ideas and discuss what they could do. *Opportunity to invite a councillor in to discuss what they think needs improving in the area and to listen to the children's ideas.* Geography: Our Local Area: Lets Make a Change Year 1 Lesson Pack 6 (twinkl.co.uk)		**Basic** Identify an area in the local community that could be made better. Draw a picture of what it looks like now and what it could look like if it was made better. **Advanced** Explain what you would do to improve the aspect we identified in the lesson using sentences to the local council. **If a councillor is able to visit then the children could ask questions on what the council might do to address the issue the children have identified**
Review project question: Do we go to school in a nice area?			

Geography Curriculum

Year 1 – The UK and the Seasons

Project Question: Does it rain a lot in Bracebridge Heath?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

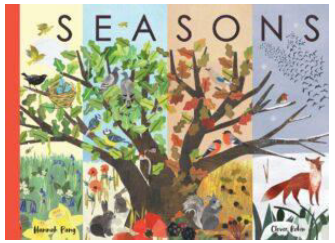
♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

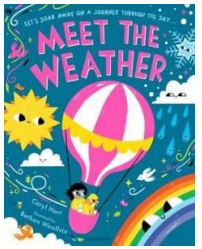
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

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.

Key Texts





Prior Learning:
Children learnt about human and physical features in unit: Local area.
Children learnt compass directions in previous Geog unit.

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Vocabulary

Country, capital city, United Kingdom, England, Scotland, Northern Ireland, Wales, landmarks, seas, ocean, coast, cliff, cave, beach, seasons, weather, forecast, symbols, meteorologist, temperature, thermometer, wind speed

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Location	To know the countries in the United Kingdom and their capital cities. Geo Wonderers KS1: The United Kingdom Lesson Pack 2 - Twinkl In the first Year 1 unit, the children learnt about their local area and village of Bracebridge Heath. They now need to place that in the wider context of their country England which is part of the United Kingdom.	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?)	**Basic** Label the countries of the United Kingdom and label their capital cities.

	Use a map to identify the United Kingdom – visit the big map in the corridor to identify it in the context of a world map. Identify the countries of the UK – England, Scotland, Wales, Northern Ireland. Show the flags of the countries and the flag of the United Kingdom representing all 4 of these countries. Discuss what a capital city is – cities are places where people live and work and tend to be busy places. The capital city of a country is usually its biggest city and is where the government are based Locate the 4 capital cities: London, Edinburgh, Belfast, Cardiff. Can the children use positional language to describe where they are in the country e.g. near the bottom, close to the coast etc. Share photos of capital cities – what can the children explain about what they can see and the features of the cities.	*Identify the key features of a location in order to say whether it is a city, town, village or rural area. *Use world maps, atlases and globes to identify the UK and its countries , as well as the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans. **Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather	**Advanced** Sort photos of the different capital cities of the UK.
 Human features	To know the human features of the capital cities of the UK. Geo Wonderers KS1: The United Kingdom Lesson Pack 2 - Twinkl Geo Wonderers KS1: The United Kingdom Lesson Pack 4 - Twinkl Recap the different countries of the UK and their capital cities from last lesson. The children learnt about human features in the last unit – remember human features are features of our world that have been made by humans. Share different human features from the capital cities of the UK e.g. Tower bridge, Buckingham palace – London Edinburgh Castle, Saint Giles cathedral – Edinburgh Cardiff castle, millennium stadium – Cardiff City hall, the 'big fish' – Belfast Focus more on London, the capital city of the UK. Show photos of different human features in London – have the children visited these before? What do they think they are? How would they describe them? Which would they most like to visit and why? Discuss what different human features are used for – their purpose.	**Basic** Give examples of different human features in London. **Advanced** Describe some of the human features in London and what they are used for.
 Physical features	To know what seas are around the United Kingdom and other physical features of the UK. Seas Surrounding UK | UK Seas Lesson KS1 | Twinkl Geography Show children the United Kingdom on a world map – explain how Great Britain is an island – this means completely surrounded by seas and not connected to another piece of land. There are 5 oceans in the world – smaller areas of water around land are known as seas.	**Basic** Which seas surround the United Kingdom? **Advanced** Describe some physical features that may be found close to seas / oceans of the United Kingdom.

	Let's identify the seas around the UK: North Sea, Irish Sea, Celtic Sea and the Atlantic Ocean. There's also the English Channel. Remind children of their compass directions (first learnt in the last unit) Can the children describe the positions of the seas in relation to each other using compass directions? Seas and oceans are an example of a physical feature – a natural feature of the world. There are other physical features that may be found near seas / oceans – beaches, cliffs, coasts etc. Use aerial photos to show examples of physical features found near oceans and seas. Share examples of physical features in the UK close to the seas – Durdle Door – Dorset, Fingal's Cave, White cliffs of Dover, Giant's Causeway. Locate these on the map of the UK.	- key human features, including city, town, village, factory, farm, house, office and shop. *Use compass directions (north, south, east and west) and locational language e.g. near and far to describe the location of features and routes on a map. *Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	
	**To know the different seasons experienced in the UK and how the weather affects us.** Geography: Wonderful Weather: How Does the Weather Affect Us? Year 1 Lesson (twinkl.co.uk) What are the different types of weather we experience in England? List some of the weather conditions the children may know we experience: sun, rain, wind, snow etc. Explain how the weather patterns experienced link with the seasons. A season is a period of time in a year that has particular weather patterns and conditions. Explore the 4 seasons Spring, Summer, Autumn, Winter – what do the children know about each season and its common features? What would we see / feel in each of the seasons? Share photos of the UK in the different seasons – what do you notice? What is the weather typically like in each season? How does the weather affect us – what are the good things about these weather conditions? Are there any dangers with particular weather conditions? What might we need to prepare us for different seasons – think about Summer and Winter and what we might need for the weather conditions in these seasons. Dress / equip a person with the correct clothing and other objects / items needed.	**Basic** List the 4 seasons and draw a picture showing the features of the different seasons. **Advanced** Compare and contrast 2 different seasons showing what a person might wear / need in each season.
 	**To know some daily weather patterns in the UK and what weather forecasts show.** Weather Forecast For Kids | KS1 Year 1 Geography Resources (twinkl.co.uk) Can the children recall the seasons from the previous lessons and the weathers often associated with these seasons?	**Basic** Draw and label some common weather symbols. **Advanced** Present a weather forecast using geographical vocabulary and using

	Watch a weather forecast with the children – on BBC for example. What does the weather forecast show? What different symbols are used to show the weather conditions or temperature? What vocabulary does the presenter use? Why do you think the presenter uses weather symbols? Easy to understand – quick to see when a forecast is short etc. Share some common weather symbols for sunny, cloudy, rain, snow, windy, dark clouds etc. Why is It important we have weather forecasts? Do you think they're always accurate – show other examples of forecasting the weather e.g. the weather app on an iphone to see Lincoln's weather – why might it be helpful to know the weather in advance?		weather symbols on a map of the UK.
 	To know how to collect different weather data using different equipment and present findings. Explain to the children the role of a meteorologist – someone who collects and analyses information about the weather. They are going to become meteorologists and collect data. Show children some different equipment used to measure the weather:- • Thermometer – used for measuring the temperature to see how hot / cold it is. • Anemometer – used for measuring wind speed. We are going to set up a system where we will record the temperature, the wind speed and observe the cloud coverage over the next seven days. Ask the children what season we are in currently – what do we expect the weather to be like over the next week or so? Use a weather forecast to see what the predicted weather will be like. Model how to fill in the 'predicted' temperatures over the next 7 day and how they will then measure the actual temperature and wind speed over the next seven days. Present children with a log / template to record this information. We can also observe what clouds there are over the next 7 days – there are different types of cloud – use a visual cloud key from the met office for the children to try and identify different clouds on the days they are collecting the log.		**Basic / Advanced** Use a thermometer and anemometer to record the daily temperature and wind speed for 7 days. Observe the cloud coverage and identify using a key for cloud types.
Review project question: Does it rain a lot in Bracebridge Heath?			

Geography Curriculum

Year 1 – Wonderful Water

Project Question: Is all water the same?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

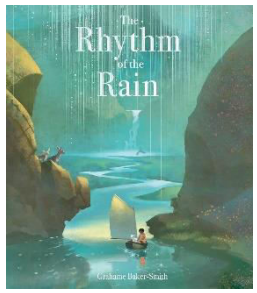
NC Links:
name and locate the world's seven continents and five oceans

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

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Key Texts



Prior Learning:
Children learnt about the seas surrounding the UK in the previous topic.

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Vocabulary

Ocean, stream, river, waterfall, pond, lake, freshwater, saltwater, canal, man-made, natural, marine, transportation, leisure, Pacific, Atlantic, coral, threat, pollution.

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Physical features	**To know the names and features of different bodies of water.** Introduce the topic of water – what types of water in the environment are the children aware of? List ideas and show examples of different bodies of water – do the children know what these are? Share examples such as: ocean, stream, river, waterfall, pond, lake, canal. Share photos and descriptions of each of the above examples: Ocean – a very large area of sea. Stream – a small, narrow river River – a large, natural stream of water flowing. Waterfall – water falling from a height formed when a river flows over a steep incline.	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) *Identify the key features of a location in order to say whether it is a city, town, village or rural area. *Use world maps, atlases and globes to identify the UK and its countries , as well as	**Basic** List some different examples of bodies of water. **Advanced** Match up names, definitions and photo examples of different bodies of water. Identify which are freshwater and which are saltwater.

	Pond – a small area of still water formed. Lake – a body of water surrounded by land. Canal – a waterway created by humans to allow the passage of boats or ships inland. Using the definitions, can the children identify from different photos each of the different types. Explain how some of these bodies of water are freshwater and some are saltwater. Oceans are saltwater. Rivers are freshwater even though they flow into seas and oceans which are saltwater.	the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans. **Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather - key human features, including city, town, village, factory, farm, house, office and shop. *Use compass directions (north, south, east and west) and locational language e.g.	
	To know whether bodies of water are natural or man-made. Recap the different bodies of water found in our world last lesson. We know about human and physical features. Many people would say that all of the bodies of water identified are physical features because they appear natural in the environment however if they have been created by humans then they are physical features. Show photos from last lesson of the different bodies of water – can the children identify any which may have been created by humans? Some ponds are human features e.g. some people make them in their gardens as a water feature but some are physical features because they may be there naturally. Canals are also man-made – built to travel through land to transport goods from place to place. Discuss waterfalls – show some examples of natural waterfalls but also show some examples of man-made waterfalls and that they can be "created" or changed by humans. Sometimes it's not easy to identify whether they are a physical or human feature.	**Basic** Draw and label an example of a natural and man-made body of water. **Advanced** Describe what a canal is and what they are used for.
	To know how humans use rivers and oceans. About 70% of the world's surface is water and therefore there's a lot of it! Humans use oceans, rivers and lakes in different ways to benefit their lives. Can the children think what people might use the oceans or rivers for? Show some images – what are people doing on the rivers / oceans in these images? Cover 3 key uses: *Fishing – the fishing trade is huge and people fish for food and to trade. *Transportation – oceans and rivers are used by boats to transport items from place to place. Show images of container ships. *Tourism and Leisure – water is used for many 'fun' activities – show images of sports such as canoeing, white water rafting, sailing, jet-skis etc.	**Basic** Draw and label some ways that oceans and rivers are used by humans. **Advanced** Describe which water sport you would most like to try and why.

	Share further information about each of the uses above – watch videos of these uses in action or interviews with people in different jobs linked with the key uses above.	near and far to describe the location of features and routes on a map. *Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	
 Diversity	**To know the diversity of life found within oceans.** KS1 Geography - Oceans: Life beneath the waves - BBC Teach Animals that live in the sea - BBC Teach Oceans are home to many different animal and plant species and therefore the oceans are home to lots of life. What different marine life do the children already know? Watch some of the videos above or others which show the diversity in marine life both in animals and plants. Classify some different marine life into fish, mammals, reptiles. Look at the characteristics of each group – children may think dolphins and whales are fish so look at what makes them mammals. Identify on a world map the Atlantic and Pacific oceans – identify different marine life that may be found in these 2 different oceans. Pacific – sharks, coral reefs, seals, whales. Atlantic – haddock, seabass, dolphins, blue whale.		**Basic** Name some marine life found in the oceans. **Advanced** Classify some different marine life and list their characteristics.
 Diversity  Location	**To know the differences between the Atlantic and Pacific ocean** Recap the 2 oceans we learnt yesterday. Spend more time exploring where these oceans are on a world map. Bring back knowledge from previous unit on the UK. Which of these oceans is closest to the United Kingdom? The children should recognise that the Atlantic Ocean is the ocean surrounding the United Kingdom. The children will build on this knowledge in Year 2 when they learn about the continents and all of the 5 oceans so this forms the building blocks for this learning. Do the children think that all oceans are the same? What might be the same and what might be different about the different oceans? **Pacific Ocean** *Largest and deepest of all the oceans. *The deepest part is 7 miles deep *Least salty ocean		**Basic** Which is the largest ocean? Which is the saltiest ocean? **Advanced** Compare the 2 oceans saying what is the same and what is different.

	*Colder than the atlantic *Beautiful coral reefs **Atlantic Ocean** *2nd largest ocean *Most salty of the oceans *Warmer than the atlantic		
 	**To know what threats there are to oceans and how we can help protect them** What is ocean pollution? - KS1 - The Regenerators - BBC Bitesize KS1 Ocean Plastic Pollution PowerPoint,sea pollution (twinkl.co.uk) We have learnt that the oceans are home to many animals and plant life but the oceans are in danger and under threat. Can the children identify what could be posing a threat to oceans and the life within them? Read the story "Clean up" to the children. What damage is plastic doing to the oceans? Show children some real photos of the harm plastic pollution is causing to marine life and the oceans. What could we do to make sure our oceans don't get so polluted with plastic? *Reduce our use of single use plastic * Recycle our rubbish properly. * Use resuable items like water bottles, cutlery, plates etc. not disposable ones * Don't drop litter – use bins. Why is it important we protect our oceans? Explain how many species of marine life are endangered and explore what this means. When animals digest plastic, it can make them very poorly or traps them.		**Basic** How does plastic pollution threaten the oceans and life within them? **Advanced** Explain how we can protect the oceans from plastic pollution.
Review project question: Is all water the same?			

Geography Curriculum

Year 2 – The World

Project Question: Are all parts of the world the same?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

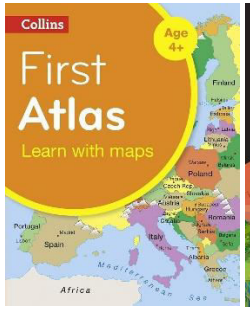
NC Links:
name and locate the world's seven continents and five oceans
use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

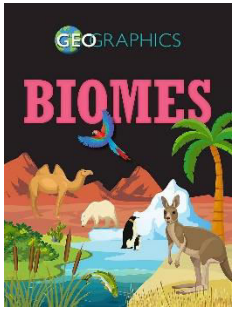
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

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

Key Text





Prior Learning:
Children have learnt about the oceans in Year 1
Children have learnt about the UK and its countries in Year 1.

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Continent, spherical, environment, biome, tundra, climate, desert, rainforest, urban, arctic, species, human features, physical features.

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
	To know the 7 continents and use positional language Share a large world map with the children. Question the children about the shape of our world – this map makes it look like the world is flat. Is the world flat? Show satellite photos to show that our Earth is spherical but that we often use flat maps to see all of the land. Share with children the definition of a continent:- A very large continuous mass of land	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) *Identify the key features of a location in order to say whether it is a city, town, village or rural area.	**Basic** Label a map with the 7 continents **Advanced** Explain where the continents are in relation to each other using the compass directions of North, South, East and West.

	Our world is split into 7 continents. Share each one with the pupils highlighting where it is on the world map. Locate the United Kingdom where we live and that we are in the continent of Europe. Go and visit the large map in the corridor and identify the continents on there and name some countries that can be found in each continent. Use the compass directions of North, South, East and West to describe where continents are in relation to one another e.g. Europe is North of Africa. What other sentences can the children create using positional language? Seven Continents Song (youtube.com) KS2 Geography Continents - Geography: Continents and Oceans (twinkl.co.uk) What is a Continent for Kids PowerPoint (teacher made) (twinkl.co.uk)	*Use world maps, atlases and globes to identify the UK and its countries , as well as the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans.	
 Location	To know the 5 oceans and use positional language Recap the 7 continents from last lesson – can the children remember them all and their locations without being reminded. Explain that the continents are land mass but surrounding the continents are oceans. The definition of the ocean is a large expanse of sea surrounding the main areas of land. Use aerial photos and maps to locate the 5 oceans. This is building on learning from Year 1 where the children explored the Pacific and Atlantic oceans and their similarities and differences so learning should build from there. Share with children the 5 oceans and some key information about them– question the children around which continents they surround to retrieve the learning from last lesson. Visit the map in the corridor to identify these oceans. Use the compass directions of North, South, East and West to describe where the oceans are in relation to one another and also the continents. What other sentences can the children create using positional language? Seven Continents Map - Geography Teaching Resources - Twinkl Oceans of the World PowerPoint (teacher made) - Twinkl Five Oceans Song (youtube.com)	**Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather - key human features, including city, town, village, factory, farm, house, office and shop. *Use compass directions (north, south, east and west) and locational language e.g. near and far to describe the location of features and routes on a map.	**Basic** Label a map with the 5 oceans. **Advanced** Explain where the oceans are in relation to each other and the continents using the compass directions of North, South, East and West.

 Diversity	**To know that the world is made up of different types of environment and biomes.** Retrieve information about continents and oceans from previous lessons. Share children an aerial photo of Bracebridge Heath. Our local environment is a village / town environment. Does the entire world look like this? The world is made up of different types of environment. Can the children name any that they may know? E.g. rainforest, desert, arctic areas, mountains, urban. An area where certain species or plant life exists is a biome. There are also different biomes in the world as well. Show some photos of different environment types around the world – Link back to continents and learning and label on a world map where some of these environments may be found and which continent. What is the environment like? What do you think the climate would be like? What animals might be found? How might people travel around?	*Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	**Basic** Name some different types of environment and which continent they may be found in. **Advanced** Organise information about different types of environment using geographical vocabulary.
 Diversity	**To know that the world is made up of different types of environment and biomes.** Retrieve information about continents and different environmental areas learnt last lesson. Recap the definition of biomes briefly covered in the last lesson – biomes are areas of the planet with similar climate, animals and plants. What are biomes? - BBC Bitesize Show children a world biomes map t2-g-325-world-biomes-map_ver_3.pdf (twinkl.co.uk) In what continent would you find the tundra? What about desert? Repeat with different biomes. Explore the desert biome and the tundra biome – the desert is the driest biome and the tundra is the coldest biome. Explore the continents where these biomes are and look at aerial photos / other photos showing these biomes. Identify the plants / animals that are typical for these biomes and therefore what defines them.		**Basic** Describe what the desert and tundra biomes are like. **Advanced** Compare and contrast the desert and the tundra explaining the different types of plants and animals living there as well as their environment.

	Start to use language to compare both the desert and the tundra using differences that you have identified.		
 	**To know some key human and physical features in different continents** Use this as the opportunity to explore some of the key physical and human features in some of the areas that will be studied through Y2 and KS2 *The UK – River Thames, Big Ben, *Nigeria – waterfalls, national parks, national mosque *Europe mountain ranges *Coasts – UK and Italy *North and South America – inc. rainforests and Rio – Christ the redeemer Show some aerial photos or other photos of the places listed before. For each place, identify with the children which continent it is in. Discuss the difference between human and physical features – do these photos show a human or physical feature? Human features – made or built by humans Physical features – natural and would be there even if humans aren't around. Group the human features together and the physical features in the places identified – which are the most impressive? Why? Which would you most like to see / visit? What questions would you want to ask about these features?		**Basic** List examples of human and physical features found in different continents. Label these on a world map. **Advanced** Compare 2 physical features in different continents or 2 human features in different continents. What's the same and what is different? Use geographical vocabulary to describe them.
	**To know some key atlas symbols and use these to identify features on a map.** Recap some of the atlas / map symbols learnt in Y1 and add some more needed to help identify physical features on a map. Use an atlas and a key to identify what symbols represent:- (These may need to be adapted according to what atlases we use in school and symbols they have on a world map) *Rivers *Mountains *Volcanoes * Deserts *Rainforests Recap the names of the 7 continents – use a world map with these features identified to ask children to find an example of a river in South America or a mountain range in Europe etc.		**Basic** List some rivers and mountains found in different continents. **Advanced** Organise information about different physical features in different continents, using maps and atlases to identify them and positional language to explain where they are in relation to each other.

	Discuss with the children which continent these are in as well as which country they are in that's part of this country. Use positional language and compass directions to explain their position in relation to other similar physical features e.g. the river Amazon is south of the river Mississippi. Children to create their own sentences. Children could go and find these examples on the large wall map as well.		
Review project question: Are all parts of the world the same?			

Geography Curriculum

Year 2 – Hot and Cold Places

Project Question: Are humans able to live in really cold places?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:
name and locate the world's seven continents and five oceans

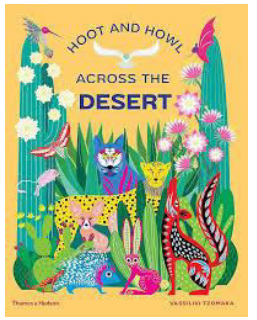
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

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

Key Text



Prior Learning:
Children learnt about seasons and weather patterns in Year 1.
Children have learnt about continents and biomes / environments in the previous Year 2 unit.

Use Digimap for ordinance survey maps and aerial photos.

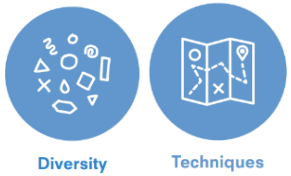
Communicate Geographically:

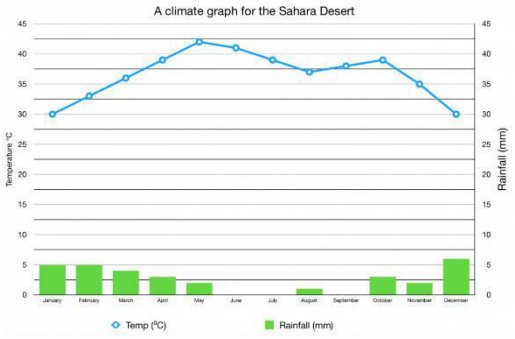
Vocabulary

Seasons, temperature, climate, rainfall, equator, polar, arctic, Antarctica, hemisphere, desert, adaptations, Inuit, conditions

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Physical processes	To know different experiences of hot and cold and how this relates to the seasons. Children should begin the unit by identifying what they know is hot and what is cold. The word used to describe the measure of hot and cold is temperature. Sometimes hot and cold things can be dangerous (the children will have learnt about this in their PSHE lessons in Y1/2)	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) *Identify the key features of a location in order to say whether it is a city, town, village or rural area.	**Basic** Which season is typically hotter in the UK and which is typically colder? **Advanced** Organise information about Summer and Winter thinking about the weather conditions, the

	Retrieve knowledge from the Year 1 unit of seasons and weather. In the UK, we have different times of the year when it might be hot and times when it may be cold. These are called seasons – summer is the season when the weather tends to be hottest and winter is the season when it tends to be coldest. Explore what the temperature averages in England in the Summer and in the Winter. Some places in the world do not have seasons – they might always be hot or always be cold! This will be explored in the future lessons.	*Use world maps, atlases and globes to identify the UK and its countries , as well as the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features.	temperature and how the environment may change.
 Location	To know where hot and cold places are across the world in relation to the Equator. Look at a world map which shows the equator. Explain how the equator is an imaginary line running around the Earth, splitting it into the Northern and the Southern hemispheres. The children should also locate the polar regions found at the top and bottom of a globe / map – the furthest places away from the Equator. Explain to the children how countries located closest to the Equator are the hottest places on Earth and the countries in the polar regions are the coldest places on Earth. The closer a country is to the Equator, the hotter the temperature will be. This is because more of the Sun's rays makes it to the surface of the Earth near the equator. The Equator faces the Sun all year around because of the Earth's tilt. Bring back the learning on continents – which continents does the Equator run through? The children should identify South America, Africa and Asia. They should also identify Antarctica as the South Pole and the Arctic Circle as the North pole. Children to use their own copies of a world map with the equator marked to name some countries close to the equator e.g. Eucador, Colombia, Kenya. Also identify countries in the Arctic circle – Norway, Sweden, Finland, Russia, Canada, Greenland, Iceland. Show aerial images / other photographs of some of these places – can the children identify them into whether they show a hot or a cold place – what evidence in the photo is there to suggest that? E.g. it could be what people are wearing, what the weather is doing, the landscape etc.	*Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans. **Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather - key human features, including city, town, village, factory, farm, house, office and shop.	**Basic** Label Antarctica, the Arctic Circle and the Equator on a world map. List some countries which are "hot" and some which are "cold" using information from the lesson. **Advanced** Explain why countries near the Equator are hotter than other places. Explain using geographical vocabulary why you think a photo is of a hot place or a cold place.
 Diversity	To know some similarities and differences between Antarctica and the Sahara Desert. Recap where we learnt last lesson are the hottest places on Earth and the coldest places and why this is.	*Use compass directions (north, south, east and west) and locational language e.g. near and far to describe the location of features and routes on a map. *Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	**Basic** Why are the Sahara and Antarctica both deserts? Identify some animals and plants found in each location and list

	Recap understanding of the Equator and the polar regions and children remembering countries that are located near these areas. The children will today compare a very hot place – the Sahara desert to a very cold place – Antarctica. Bring back the children's understanding of biomes from the previous topic – the tundra biome and the desert biome. Share photos and videos of both places. (use others if needed) Sahara : The Largest Desert In The World | Lesson For Kids (youtube.com) Antarctica | Destination World (youtube.com) What can they identify so far is similar and different? Are they shocked to discover that Antarctica is a desert just like the Sahara? Identify some plant and animal life found in both places. They did this in the previous topic so this time move learning on by beginning to discuss how animals / plants have to adapt to survive in the harsh conditions of both places e.g. a camel has a hump to store rich fat which allows them to go a long time without eating or drinking. Polar bears have 2 layers of fur to help keep warm in the very cold conditions.		some of the features they have to suit living in that environment. **Advanced** Explain some similarities and differences between the Sahara desert and Antarctica. You may want to think about:- *if anyone lives there *what the weather conditions are *the type of environment *vegetation / plant life
	To know some similarities and differences between Antarctica and the Sahara Desert. Recap what the children learnt in the previous lesson about Antarctica and the Sahara including the idea that they are both classed as deserts because both places have very little rain. Introduce climate graphs to the children. They give us information about the temperature of a place and how much rain falls over an average 12 month period. Use the example below to share information about the Sahara desert. Can the children interpret the information e.g. how much rainfall is there in January? What is the average temperature in July? Etc.		**Basic** Interpret some basic climate charts answering simple questions about the temperature and rainfall in the Sahara and Antarctica. **Advanced** Choose a month and analyse the temperature and rainfall for Antarctica, the Sahara and Bracebridge Heath. What does the data tell us and what do you notice?

	 Share a similar example for Antarctica. Can the children interpret the information in a similar way? Compare rainfall across both places – what do the children notice? Compare temperature across both places – what can they notice? The children should identify that that the biggest differences are in the temperatures rather than the rainfall. Can they also compare this with data we have for Bracebridge Heath? Choose a month and compare temperature and rainfall for the Sahara, Antarctica and Bracebridge Heath.		
Human processes	**To know how Inuits live and adapt to extreme cold environments.** Inuit Information PowerPoint (teacher made) - Twinkl Inuit People Photo PowerPoint (teacher made) - Twinkl After School Hub - Learn About The Lives Of Inuit People! ❄ | @RTEKids - YouTube Snow homes - BBC Bitesize The Inuit people are perhaps one of the toughest communities in the world. They have survived living in the coldest environment for thousands of years. They have adapted to living in these extreme, harsh conditions. Share on a map the places where the Inuit people commonly live. Greenland, Alaska, Denmark, Russia, Canada. Share information with pupils about the Inuit people and their way of life. Use videos, photos and other sources of information. Include aspects about:- *Diet – mostly meat and fish because not much can grow in this environment *Homes – igloos if they travel regularly, houses if based in one place, tents in Summer.		**Basic** Who are the Inuit people? Where do they live? **Advanced** Organise information about the life of an Inuit person. Include as much information as possible about how they live and how they adapt to the very cold environment.

	*Travel – snowmobiles, sleighs, kayaks *Clothing – animal furs, boots *Hobbies – throat singing, snowboarding, fishing, skating, playing video games, watching TV. What do you think would be good about living like an Inuit? What do you think would be difficult? Why is it important to the Inuit people to continue living as their ancestors have done before them for hundreds of years?		
 	**To know the similarities and differences to how we live and how the Inuits live.** Recap some of the key information learn about the Inuit people in the last lesson. Retrieve key facts about what was learnt in terms of their homes, transport, hobbies, diet, clothing etc. The focus of today's lesson will be to compare those aspects of how the Inuit people live with the same aspects in our own lives. Think about our own homes, diet, transport, hobbies, clothing etc. Can the children identify anything that is the same? What are the main differences? Begin to list similarities and differences. Children should discuss some of the differences e.g. we may have a wider variety of clothing options because we don't have to wear certain materials because of the climate or temperature although we do still need to wear layers when it is cold just like the Inuit people do. Experiencing Nenet Life On The Frozen Tundra - Tribe With Bruce Parry - BBC (youtube.com)		**Basic** List / draw ways in which the lives of the Inuit people are similar and different to our own. **Advanced** Explain your answer to the question "Are humans able to live in really cold places?" using all of your learning from this topic.
Review project question: Are humans able to live in really cold places?			

Geography Curriculum

Year 2 – The UK and Nigeria

Project Question: Do farmers in Lincolnshire face the same problems as farmers in Nigeria?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

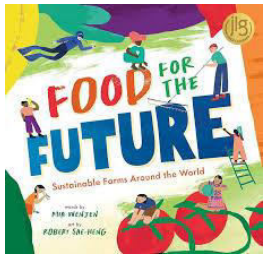
NC Links:
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

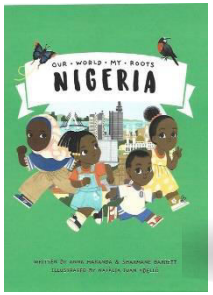
name and locate the world's seven continents and five oceans

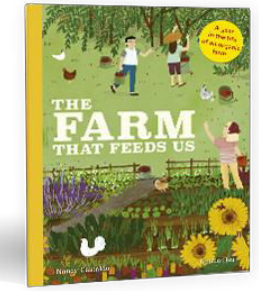
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Key Texts







Prior Learning:
The children have learnt about hot and cold places and know that places closer to the Equator are hotter.
The children have learnt about the continents and can name and locate these.
The children learnt about the UK seasons and associated climate and weather conditions.
The children have learnt about the UK.

Use Digimap for ordinance survey maps and aerial photos.

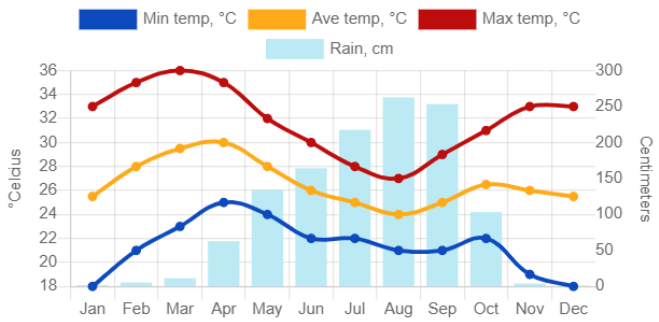
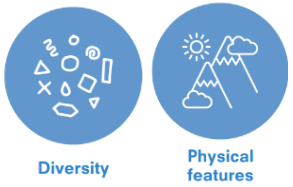
Communicate Geographically:

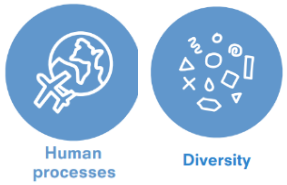
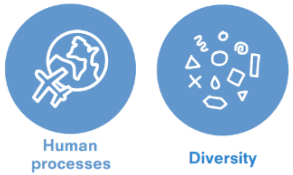
Vocabulary

Africa, Nigeria, Abuja, climate, urban, rural, rainy, dry, Harmattan, farming, crops, agriculture, subsistence, production, trade, industry

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Location	To know where Africa is and its position in relation to England and the UK. Is Africa a country? The children have learnt about continents previously and should know that Africa isn't a country but a continent made up of many countries. There are 54 countries in Africa. Can the children locate Africa on a world map using their previous learning about continents?	**Investigate Places** *Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) *Identify the key features of a location in order to say whether it is a city, town, village or rural area.	**Basic** Find and label Abuja, Nigeria and Africa on a map. Use compass directions to explain where Nigeria is in relation to the UK and where Nigeria is in Africa.

	Can the children also identify the UK on a world map remembering that this is in the continent of Europe? Remind children of the compass directions – N, E, S, W. Where is Africa in relation to the UK? The children should be confident with using these directions now as well as other positional language such as near, next to etc.) What do you think the climate is like in Africa? Remind children of the Equator and show children the map with the equator running through Africa. What might this tell us about the weather and climate? Locate Nigeria on a map of Africa – discuss where Nigeria is in Africa again using positional language. It's in West Africa. We will be learning more about Nigeria in our lessons this term. The capital city is Abuja Share some aerial photos of Nigeria showing its different environments. Nigeria has different types of environment including city/urban areas, rural farms, deserts, mountains and rainforests. It's important that the children don't just get the idea that a country is all the same so use photos that show the different landscapes all found in one country! What questions would the children want to find out about Nigeria? Make a list to see if they can be answered during the topic.	*Use world maps, atlases and globes to identify the UK and its countries , as well as the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Name and locate the world's continents and oceans. **Investigate Patterns** *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting European country. *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. *identify land use around the school. **Communicate Geographically** *Use basic geographical vocabulary to refer to: -key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather - key human features, including city, town, village, factory, farm, house, office and shop. *Use compass directions (north, south, east and west) and locational language e.g. near and far to describe the location of features and routes on a map.	e.g. It is North of Angola or it is close to Benin. **Advanced** Create some geographical questions about Nigeria that you want answered as we learn about this topic.
 	To know about the climate of Nigeria and compare seasons to the UK. Recap where we located Nigeria last lesson and in what continent. We started to discuss what the climate might be like due to the location of Nigeria close to the equator. We will compare the climate and seasons of Nigeria to the UK. The children have already learnt about the UK seasons so should be able to confidentially retrieve these and explain what they know. Explain to the children how many countries in Africa don't experience 4 seasons like in the UK but instead experience a clear rainy season and a clear dry season. The wet season is from April-October and the dry season is from November-March. Nigeria generally tends to be hot all year round because it is in the tropical zone. During the dry season, there is a very dry and dusty wind which blows across from the Sahara. It prevents rainfall and can create dust/sandstorm and desert-like weather conditions. This is called the Harmattan. The hottest months in the UK are usually in Summer between June-August but in Nigeria, the hottest months are Dec-March in their dry season. The coldest month in Nigeria is August.		**Basic** What are the 2 seasons in Nigeria and when are they? What is the Harmattan? **Advanced** Compare the seasons of the UK and Nigeria. Are the hottest and coldest months the same? Is the amount of rainfall the same or different?

	Use simple tables and charts to look at the temperature and rainfall in the UK and Nigeria and compare saying what is different and what is the same.  	*Devise a simple map and use and construct basic symbols in a key. Use simple grid references e.g. A1, B1	
 	**To know about the different types of environment in the UK and Nigeria.** We have already looked at some aerial photos of Nigeria and explored some of the environments found in Nigeria. Can the children recall any of these? Share that Nigeria has *town/city urban environments *rural farm environments * lowland rainforest *deserts *highland / mountains *beaches / coasts. *rivers Which of these does the UK have and which don't we have and why? Share images of a city environment in Nigeria and a city environment in the UK. What human features can you identify? What looks the same – is anything different? Share some key information about main cities in Nigeria to help children with their locational and place knowledge. Share 2 images of a different type of environment e.g. the beaches / coasts again in Nigeria and the UK – What is the same and what is different? Share key information about the coast / beaches in Nigeria, identifying them on the map so the children can identify where the land meets the sea and which ocean this is based on their previous learning. Identify the physical and human features in photographs used in the lesson.		**Basic** Name some main cities in Nigeria. List some key human and physical features found in different parts of Nigeria. **Advanced** Compare and contrast the location of Nigeria and the United Kingdom and the types of land / environment.

	**To know about farming in rural Lincolnshire and rural Benue in Nigeria and make comparisons.** Lincolnshire has big agricultural and farming links. Farming is one of the main land uses in Lincolnshire. Farming is also a huge part of Nigerian life with 70% of households engaged in crop farming. The largest state in Nigeria for farming is Benue. Lincolnshire farming:- barley, wheat (used for making cereals amongst other things), sugar beet, vegetables like potatoes, broccoli, cabbages, leeks. Benue farming:- Maize, yam, rice, cassava, cocoa beans Share images of farming in Lincolnshire and farming in Benue and discuss what looks similar and different e.g. types of crops, size of fields, types of machinery, tools of farmers etc.- Discuss why different crops are grown in Lincolnshire and Benue and how the weather, type of soil, climate etc. affects this. The main type of farming in Nigeria is subsistence farming – this means that nearly all the crops and livestock grown are used to feed the farmer and their family leaving very little for sale or trade. This accounts for about two thirds of Nigeria's farming. Lincolnshire farming is different – Greater Lincolnshire is responsible for about 10% of England's agricultural output and the sector is worth £1.8 billion to the country – farming in Lincolnshire is about large scale production to sell, trade to lots of people.		**Basic** What is the name of the main agricultural state in Nigeria? What is subsistence farming? List some common crops grown in Benue and Lincolnshire **Advanced** Compare aspects of farming in Benue and Lincolnshire discussing types of crops grown and why, the type of farming and what farmers do it for, the machinery / tools used etc.
	**To know some of the difficulties faced in farming in Benue and Lincolnshire.** Farming and agriculture face difficulties and problems both in Benue and Lincolnshire. Problems of Agriculture in Nigeria - Agriculture Nigeria Use some videos / articles / images to share examples of Nigerian farming problems. **Nigerian farming problems:** *Lack of access to chemicals which would get rid of pests and diseases on their farms. *Disputes over who owns land and lack of documentation causing problems *Lack of machinery and training to use it – many farmers in Nigeria farm by hand using traditional methods passed down but this is slow and means not as many crops can be grown as if machinery was used.		**Basic** List some of the problems the Nigerian farming industry experiences? List some of the problems the Lincolnshire farming industry experiences. Use images / diagrams / sentences to explain your ideas. **Advanced** Explain why climate change is a problem for both the Nigerian and the UK farming industries.

	*Poor roads / transport systems make it difficult for farmers to transport their produce to markets. This also leads to high wastage. *Climate change – extremes in weather such as floods, drought cause crop failure. **Lincolnshire farming problems:** *Climate change – more floods and droughts causing crop failure and degradation of soil. *Environmentally unfriendly farming practices which the government are urging farmers to change. *Rising costs *Labour shortages – a lot of farm workers came from Europe but when the UK left the EU, this has meant it is harder for European workers to come across and work.		What impact does it have on the ability to grow crops?
	**To know some of the ways that farming difficulties in Nigeria are being resolved.** Five ways we're supporting farmers in Nigeria | VSO Retrieve information from last lesson – what are the problems facing farmers and farming in Nigeria? Some organisations are supporting farmers in Nigeria to try and solve some of the problems they are facing. Some examples of what they are doing include 1) Helping them get a better price for their products. 2) Introducing modern farming techniques which will help them be quicker and grow more. 3) Encouraging gender equality so that women get paid for their work on farms. 4) Teaching how to use the land properly e.g. not leaving such big gaps between seeds so that they can grow more crops in one area. 5) Teaching farmers about finance and investing and saving their money. Why do you think these things will help the farmers overcome the problems they are facing? Why is it important that we have organisations who are there to help people and improve their lives? How would you feel if you were a farmer being helped in this way?		**Basic** Describe using pictures and sentences some of the ways that VSO are trying to help farmers in Nigeria. **Advanced** Explain why organisations like VSO are important. What would happen if people didn't try and help people?
Review project question: Do farmers in Lincolnshire face the same problems as farmers in Nigeria?			

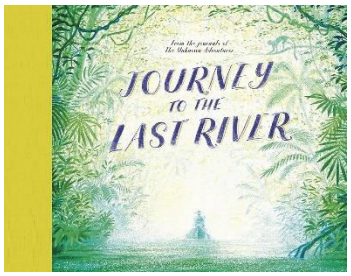
Geography Curriculum

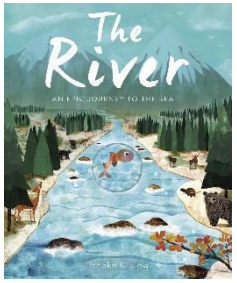
Year 3: The UK: Rivers

Project Question: Are rivers interesting?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Key Text





Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:
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

describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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.

Prior Learning:
Children have learnt about water sources and oceans in Year 1.
Children have learnt about countries of UK in Year 1 and Year 2

Use Digimap for ordinance survey maps and aerial photos.
primaryfieldworkrivers.pdf (rgs.org)

Communicate Geographically:

Water cycle, evaporation, condensation, precipitation, collection, continuous, source, course, mouth, channel, bed, bank, upstream, downstream, meander, ox-bow lake, estuary, erosion, transportation, deposition, youthful, middle-aged, mature

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Physical processes	To know what the water cycle is and how it shows movement of water. Learn the Water Cycle to Blank Space by Taylor Swift (youtube.com) Explore the water cycle - BBC Bitesize The Sun is a key part of the water cycle. The Sun warms the water from rivers and oceans and changes this from water into water vapour – an invisible gas. This part of the water cycle is called evaporation.	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer	**Basic** Illustrate and describe the 4 stages of the water cycle. What is meant by a 'continuous cycle?' **Advanced**

	The invisible vapour rises into air where the temperature is colder. Condensation is what makes clouds form. The gas has now turned back into liquid form because it is cooler. After clouds have formed because of condensation, they get heavier and heavier with water droplets. Precipitation is the water falling from the clouds (rain) The rain falls on the ground and into rivers, streams and oceans and the whole cycle starts again – so water is constantly moving! This is the collection stage. Water that falls on ground is absorbed into the ground The water cycle is a continuous cycle! 300 million litres of water falls on to dry land each day. Climate change is having an impact on the water cycle. Because of the warmer temperatures, more water is evaporating and therefore we are having more rain. This is why flooding is more common in places than ever before. Simple Labelled Water Cycle Diagram PowerPoint | Geography (twinkl.co.uk) Geography: Water: The Water Cycle Year 4 Lesson Pack 2 (twinkl.co.uk) Interactive Water Cycle (teacher made) - Twinkl	mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics	Explain how climate change is impacting on the water cycle.
	To know the main rivers in the UK Children are familiar with the countries of the UK as they have learnt this previously in Y1 and Y2. Ask children what we mean by a river – a natural, flowing watercourse. It is an example of a physical feature. Rivers are part of the water cycle – they carry collected water downhill to other rivers, lakes or the ocean. Do the children know the names of any rivers in the UK? Children will previously have learnt about the River Thames in KS1 in London. Children to use an atlas of the UK to identify rivers – they should look for what symbol represents rivers (blue wriggly line) and identify the names and what city / cities they run through. Can the children use the 4 main compass directions and introduce the idea of NE, NW, SE and SW to describe the position of the rivers in relation to one another. They should aim to identify rivers in each of the UK countries:- Thames Severn Trent Tay Bann	**Investigate Patterns** • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	**Basic** Name some key rivers in the UK and which cities they run through. Label the length of each river. **Advanced** Organise information about the location of the UKs rivers, including using compass directions and which bodies of water they flow into.

	Tyne Clyde Dee Mersey Exe Discuss with children what they notice about the location of the rivers in their atlas. Where do the rivers always end? Children should notice that all rivers eventually end up flowing into the ocean. Retrieve information from KS1 – which oceans / seas around the UK do these rivers flow into? Identify which cities these rivers run through – some may run through more than one. UK Rivers Hotspots (teacher made) - Twinkl UK Rivers KS2 - Year 3 Geography: Rivers and Seas | Twinkl	• Use the eight points of a compass, fourfigure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
	To know the features of a river The Journey of a River (youtube.com) Use the following for subject knowledge and to explore key features of a river: A river begins at a source (or more often several sources), follows a path called a course, and ends at a mouth. The water in a river runs through a channel, which is a river bed between two banks. In larger rivers there is often also a floodplain shaped by floodwaters escaping the channel. Rivers flow down mountains and through valleys. The term 'upstream' refers to the part of the river nearest its source. Likewise, the term 'downstream' describes the part of the river near its mouth. The term 'left bank' refers to the left bank in the direction of flow, and 'right bank' to the right. Rivers carve a V-shaped channel. In the middle reaches, where a river flows over flatter land, meanders may form. Sometimes the river will cut off a loop, shortening the channel and forming an ox-bow lake. Rivers sometimes develop deltas at their mouths. A river with its mouth in saline tidal waters will form an estuary. Most but not all rivers flow on the surface. Subterranean rivers flow underground in caves or caverns. Features of a River Labelled Display Poster | Rivers (twinkl.co.uk) Features of a River Interactive Labelling Activity - Twinkl Explore rivers - BBC Bitesize		**Basic** What is: • a delta? • An estuary? • A meander? What is the name for the beginning of a river? What is the name for the end of a river? **Advanced** Explain the journey of a river using diagrams and writing. Identify features of a river using Google earth photos

	**To know how rivers cause erosion and deposition** Recap the features of a river from last lesson. Focus again especially on meanders and ox-bow lakes. Look at aerial photos that show the shape of different UK rivers. What do you think might change a river's shape over time? Introduce the terms erosion, transportation and deposition. Erosion – when rocks and soil are worn away , which puts lots of sand, mud, pebbles and silt into the river. Transportation – the moving of the eroded materials due to the force of the flowing water. Deposition – the dumping of material. The sand, pebbles, mud and silt are eventually dropped as the river slows. Erosion and deposition can happen anywhere along the route of a river. The journey of the river and the stage impact on the erosion and depositon. When a river is flowing faster and more downhill at the start of its course (youthful stage) then the direction of erosion is downwards in the river bed which form a v-shaped valley. There is very little deposition because the river is so fast. In the middle of its course (middle aged stage), the river begins to slow down and the erosion is both to the river bed and the river banks. This causes the river to widen and bend and twist, causing meanders and sometimes ox-bow lakes. Deposition usually happens at the sides of the banks. In the mature stage when the river is reaching the end of its journey, the land is flatter and so the river is much wider and slower. This leads to erosion mainly of the banks and hardly any to the river bed. This is when a river may flood if there is heavy rain or snow. Although dangerous, the deposition can bring nutrients which are good for the land and agriculture. 3) River erosion, transportation & deposition. Powered by @GeographyHawks (youtube.com) Processes in the river - BBC Bitesize		**Basic** Define the words: *Erosion *Transportation *Deposition **Advanced** Describe the process of erosion and deposition in each of the 4 stages of a river's journey – youthful, middle aged and mature. Use diagrams and labels to show your understanding.
	**To know how humans use rivers.** How We Use Rivers Lesson Plan 5 - Year 6 Geography - Twinkl Ask children to think of all the different ways humans might use a river – how many different ways can they think of? Make a list Look at several uses:		**Basic** List some ways that humans might use rivers. **Advanced** Organise information about how humans use rivers, explaining positive and negative impacts.

	*fishing * transporting goods / trade * creating electricity through hydro power * sport and recreation activities – canoeing, rafting Discuss some of the positive impacts of using rivers in these ways and some of the negative impacts. What could the positive and negative effects lead to? Read some stories from people who use rivers in their jobs or leisure time to find out more about how they use the river and what impact this has.		
 Techniques	To complete fieldwork and a local river study River Witham – Firth Road, Altham Terrace or at The Plough on Newark Road Bracebridge Walk - Visit Lincolnshire primaryfieldworkrivers.pdf (rgs.org) Brief children on the health and safety aspects of a river study and visiting a river site including the risks and dangers and how to stay safe. Explain the activities the children will be doing and how these will develop their fieldwork skills **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.** ***sketch the section of the River Witham they have visited and try and label it using geographical vocabulary learnt during the topic. Sketch the surrounding features on a map and label the other physical and human features seen using correct map symbols. *take photos using digital technology to identify different parts of the river *test the physical processes of the river – flow rate Use an item such as a stick or dog biscuits (they degrade easily) Drop from a starting point and time using stopwatches how long it takes to get to another point. Repeat a number of times to get a range of measurements.		All children will complete the fieldwork activities listed and present their findings in different ways.
Review project question: Are rivers interesting?			

Geography Curriculum

Year 3 – Europe

Project Question: Is Europe an interesting place to live?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

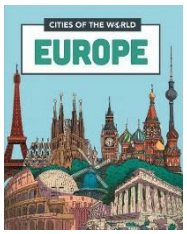
NC Links:
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

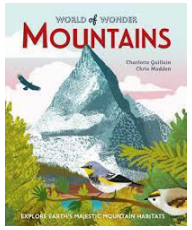
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

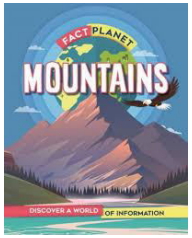
♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

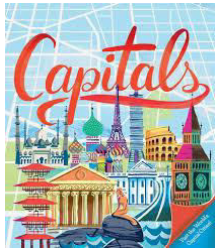
♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ 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.

Key Text









Prior Learning:
Children have learnt about continents and oceans in Year 2.
They have learnt about the cities and countries of the UK in Year 1.
The children have learnt about Rivers previously in Year 3.

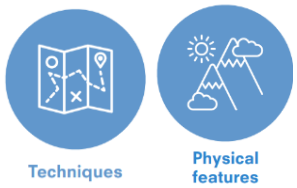
Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Europe, landlocked, landmarks, capital, mountain ranges, grid references, hemispheres, meridians, Prime Meridian, time zones, Greenwich, population, fold mountain, dome mountain, plateau mountain, summit, valley, ridge, slope, foot, plateau, face, glaciers,

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
	**To know some of the countries in the continent of Europe.** Explore what the children already know about Europe – they have previously learnt that it's one of the continents in the world and the continent that we live in. Do the children know any countries in Europe? Visit the map in the corridor and use atlases to begin to locate the countries of Europe. Which have the children visited before? Are there any where children have family members or were born there?	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer	**Basic** How many countries are there in Europe? How many languages are spoken? Locate and label the countries of Europe on a map.

	There are over 50 countries in Europe. The largest are Russia, Ukraine and France. The smallest are Vatican City, Monaco and Malta. Children should identify which countries are 'landlocked' and which have coastlines. They should also use positional language to describe where countries are in relation to one another. Can the children try and describe the shape of different countries and key ways to help remember them e.g. Italy is a little like a boot etc. Share a different map of Europe which shows languages spoken. It highlights the diversity in language.	mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics	**Advanced** Explain the position of countries in Europe including which are landlocked and which have coastlines.
 	**To know the capital cities of major countries in Europe and some of their key landmarks.** The Great Class Quiz Off - European Capital Cities PPT Game (twinkl.co.uk) Share children a blank map of Europe. How many countries can they label from the previous lesson? Make a note of which countries they struggle to recall to keep bringing back to in future lessons. Recall the capital cities of all the countries in the UK. The children previously learnt these in KS1. Do the children know the capital cities of any countries in Europe? Use atlases to locate the capital cities of different countries in Europe. How are the capital cities marked on an atlas? Share some photos of some key capital cities in Europe showing some landmarks:- *Paris *Rome *Moscow *Budapest *Prague *Berlin What can the children identify in these capital cities? What human features / landmarks can they identify which make the capital cities impressive? Why do you think it's important for capital cities to have landmarks / places of interest? Begin to explain the link with desirability to visit and tourism and why this is good for cities and countries.	**Investigate Patterns** • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	**Basic** Locate and mark some capital cities of some key countries in Europe. **Advanced** Organise information about key landmarks in capital cities of Europe and why it is important for cities to have these.



To know some key physical features of Europe using the 8 compass points.
Compass Points PowerPoint (teacher made) - Twinkl

Re-show the blank map of Europe. Can the children recall the names of the countries they struggled with in the last lesson? What about some key capital cities of European countries?

In KS1 the children learnt the 4 compass points of N,S,E and W. They now need to be come confident in the 8 compass points. Show a compass image showing these. Can they see how half way between N and E would be NE. It helps give greater accuracy when describing position and location.

Practice using the 8 compass points with simple diagrams or grids (something like below as a quick warm up activity)
8 Compass Points Worksheet | Year 3 to 6 (teacher made) (twinkl.co.uk)

We can use the 8 compass points to describe the position of some key physical features in Europe and their relation to one another.

Today, the children will be identifying major rivers in Europe. Use this as a chance to retrieve knowledge from their previous unit where they learnt about rivers in the UK. What are the main rivers in the UK? Locate them on a map and describe their position to one another using the 8 compass points.

Use an atlas / map which identifies the main rivers in Europe. Can the children identify that the rivers end in the oceans / seas as learnt previously? Some rivers cross more than one country! Locate a river and then use their knowledge of the countries of Europe to identify which countries they pass through.

The Volga is the longest river in Europe followed by the Danube.

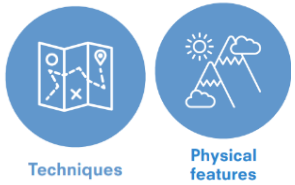
Bring back the new knowledge of the 8 compass points. Model how we can describe the location of 2 rivers using compass points e.g The River Volga is NE of the River Dnieper.

Ask children to share their own examples checking they're using the correct compass points.

Basic
Name some important rivers in Europe and which countries they flow through.

Use the 8 compass points to describe the position of rivers in relation to one another.

Advanced
Organise information about Europe's rivers including their length, their sources and the body of water into which they flow.



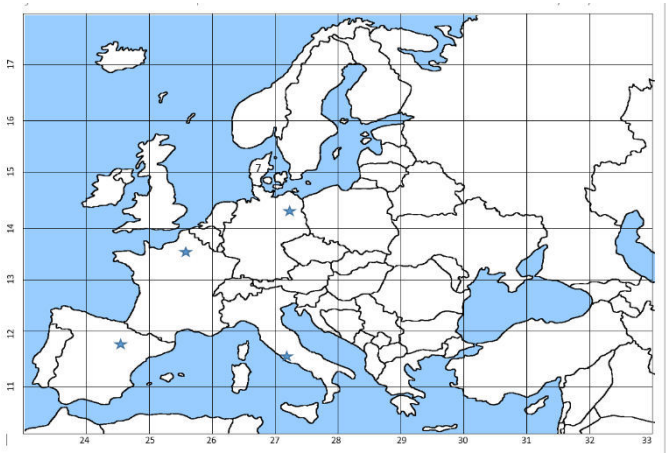
To know some key physical features of Europe using 4 figure grid references.

KS2 Grid References Lesson Plan 4 | Geography (teacher made) (twinkl.co.uk)

Recap the main rivers located in Europe from last lesson. Today we're going to explore another physical feature of Europe – mountains. Link this back to the learning on rivers – most rivers begin in the mountains / hills so there will be links between the sources of the rivers located last lesson and the mountain ranges we locate today.

Last lesson, the children used the 8 compass points. Today, they need to start using 4 figure grid references to be able to locate places. Use the presentation above to share the principles of 4 figure grid references. Practice using 4 figure grid references on different diagrams / grids before we apply it to mountain ranges of Europe.

Share the map of Europe below with pupils which has been split into a grid.



Which grid reference would locate Poland? What about Sweden?

Use a map / atlas which shows the key mountain ranges in Europe. Can the children then find the same location on the grid above and give the 4 figure grid reference for that mountain range.

Basic

Use the blue map on the left to locate:
*Urals
*Caucasus
*Carpathian
*Alps
*Apennines
*Pyrenees

Write the 4 figure grid reference/s for each of the mountain ranges they have labelled.

Advanced

Thinking about regions within Europe, which is the odd one out:
- the Ural Mountains
- the Caucasus Mountains
- the Pyrenees?

	 Discuss which countries the mountain range is in. Identify: *Urals *Caucasus *Carpathian *Alps *Apennines *Pyrenees Can the children identify the 4 figure grid references for these mountain ranges? They may have more than one grid reference is they are a larger range. They could also locate others that are on the mountain range map above.		
 	**To know the position of Europe in the Northern Hemisphere in relation to the Equator and about time zones.** The children have previously learnt about the Equator in KS1 and that countries closer to the Equator are hotter and those further away are colder. The Equator divides the world into the Northern Hemisphere and Southern Hemisphere. Europe is in the Northern Hemisphere because it is located above the Equator. Explain how time zones work. It's not always the same time in all of the countries in the world. When we are awake, some people are asleep. This depends on the Earth rotating and which side of the Earth is facing the Sun. Earth is divided into time zones by imaginary lines called meridians. The prime meridian splits the Earth in half vertically. This is the starting point for time zones and passes directly through Greenwich, London. Countries to the East of the Prime Meridian are ahead of the time in the UK. Countries to the West of the Prime Meridian are behind the time in the UK.		**Basic** What is the Prime Meridian? Why is Europe in the Northern Hemisphere? **Advanced** Explain what time zones are. Investigate the time zones of European capital cities and what time it would be at different times of the day in the UK.

	Some countries are so big that they spread across different time zones. Show a map which shares the different time zones. We use +5GMT or -2GMT to indicate the time zones in relation to the UK. Time Zones PowerPoint (teacher made) - Twinkl Use the document below which shows the capital cities of countries and their time differences to the UK. Can the children identify the capital cities of the European countries using the knowledge previously gained in lessons? If it's 9am in the UK, what time would it be in France or Russia or Denmark? Times Around the World Poster | Primary Resources - Twinkl		
	**To know about the diverse populations in Europe.** European Countries by Population (2024) - Worldometer (worldometers.info) Explore what we mean when we talk about the population of an area – the number of people living there at a given time. Europe is the 2nd smallest continent in size but the 3rd largest in population. It therefore has the highest population density which means the largest number of per square km or mile of land. Look back at the map of Europe and by now the children should have a really good understanding of the location and names of countries. Which country do they think in Europe has the largest population? What about the smallest population? Russia has the largest population – around 144 million people. Greenland is a large island in Europe but only has 57,000 population. Why might this be? Vatican City / Holy See has the smallest population. The UK has a population of around 69 million. Look at the size of the UK and the size of Ukraine. Ukraine has a population of 38 million. Does the population of these countries surprise you? Why? The children should know that it doesn't necessarily mean the larger the country, the larger the population. Many factors affect the population of a country including:- *the type of environment and how habitable it is to live. (e.g. Greenland is very large but most of the land is covered by permanent ice making it uninhabitable)		**Basic** Which European country has the largest population and which has the smallest population? Order the top 10 countries in Europe by population, presenting the data in a table. **Advanced** Agree or disagree – the larger the country, the larger the population. Explain your reasoning.

	*the quality of life / opportunities in a country which may cause people to migrate (move to a different place) e.g. Ukraine's population has decreased rapidly because the country has been at war and so people have migrated to safer countries. * birth and death rates also affect population. If a country has low birth rates then this will cause the population to decrease over time.		
	To know how mountains are made. How Are Mountains Formed KS2 Lesson - Year 5 Geography (twinkl.co.uk) The formation of mountains - RGS Explore mountains - BBC Bitesize Show children an image of Earth – satellite photo. We can see the land and ocean but what do you think is underneath that if we were to dig down towards the very centre. Show children an intersection of the Earth's structure Crust – thin, outer layer made of rock and soil Mantle – made of hot molten rock called magma and the biggest of the Earth's layers Outer Core – made of hot, liquid metal (iron nickel) and create Earth's magnetic field. Inner Core – solid, made of metal (iron and nickel) and as hot as the surface of the Sun The crust isn't one solid later – it is split into huge areas called tectonic plates which are constantly moving although we can't feel this. Demonstrate with 2 pieces of paper. How can we make these 'plates' move? They can rub against one another, move towards one another or move away from one another. This will help us understand how mountains are formed. Share 3 types of mountains: • Fold mountains – when plates collide and crumple as they are pushed together. • Dome mountains – when magma is forced up towards the surface of the Earth but doesn't ever flow out. It makes the land bubble up like a balloon. • Plateau mountains – they are formed when erosion wears away land which leads deep valleys next to high cliffs. Show photos of real examples of each mountain type. What are their similarities and differences?		**Basic** Name some types of mountains and describe how they are formed. **Advanced** Compare similarities and differences of different types of mountain and how they are made.
	To know the key features of a mountain. KS2 Mountain Facts - Features of Mountains Lesson Pack (twinkl.co.uk) Share some images of different mountain ranges across the word. Recap the different types of mountain learnt in the last lesson.		**Basic** Label the features of a mountain on a diagram **Advanced** Explain the features of a mountain

	What do the photos of the mountain ranges have in common? Are there any features that are common to all of the mountains? Share some key features of a mountain and locate them on an image / diagram: *summit – the top of the mountain *snow line – above this line is where snow / ice cover the mountain all year *tree line – the highest point of the mountain where forests may be found *valley – the area of low land between mountains *ridge – a long, narrow high section of land *slope – an area of ground increasing in height. *foot – the bottom of the mountain *plateau – an area of flat, high ground *face – the side of a mountain. Can the children locate these features on photos of mountain ranges?		
 	**To know about some key mountains within the Alps and compare and contrast these.** * NEW * The Alps PowerPoint - KS2 (teacher made) - Twinkl The Alps | Geography - Ecosystems and Biomes (youtube.com) The Alps is a mountain range which covers Austria, France, Germany, Italy, Switzerland as well as several other countries. The Alps can be split into 3 broad sections: Western Alps, Central Alps and Eastern Alps. Share information about 3 of the mountains within the Alps *Mont Blanc – 4809m *Monte Rosa – 4634m *Matterhorn – 4478m Locate each of these mountains on a map of Europe identifying which country they are in. Bring learning from the previous unit of rivers back. The children should recall that the source of a river begins in a mountain. The Alps are the source of many European rivers including the Inn, Po, Rhine and Rhone. There are also large lakes in the Alps including Lake Como and Lake Geneva. Share wildlife living in the Alps including hare, ibex, lynx, marmot and deer.		**Basic** Which countries do the Alps cover? Where is Mont Blanc? How high is the summit of Monte Rosa? **Advanced** Organise information about The Alps, explaining geographically the physical features and diversity.

	To know what mountainous climates are like Mountainous Climates Lesson Plan 5 - Year 5 Geography (twinkl.co.uk) The **weather** in the Alps is affected by different temperatures of air coming from the north, west and south. This creates five different types of **climate**, depending on height. The higher up you are in the mountains, the colder it gets. The tops of the mountains are covered in **snow** and **glaciers,** which are large blocks of ice. Melting snow and ice fill the rivers and lakes at the bottom of the mountain. The climate at the top of the mountain is different from the climate at the bottom. The higher the altitude, the thinner the air. This is why it's harder to breathe at the top of a mountain and some people suffer from altitude sickness. Weather on a mountain is very unpredictable – it can change dramatically in minutes so it can be dangerous to be on a mountain if the weather changes. Mountains are also wetter places than lower lands. Warm winds carry moisture across the land and rise up over mountains. Climate change is however having an impact on mountain areas. Warmer temperatures are causing glaciers to melt at alarming rate, impacting on the mountain and the lives of people living close. Share video below: Europe's most iconic mountain is a climate change warning l ABC News - YouTube		**Basic** How is a climate different at the top of a mountain to the bottom of a mountain? What do we mean by 'unpredictable' weather? **Advanced** Describe how climate change is affecting Mont Blanc
	To know how tourism affects mountain regions. Mountain Travel Lesson Plan 6 - Year 5 Geography - Twinkl Watch a video of someone climbing a mountain. Why do you think people visit mountains? *the view * the physical challenge *raise money for charity *skiing *wildlife spotting *climbing *photography.		**Basic** Why do people visit The Alps? **Advanced** Explore the positive and negative impacts of tourism on the Alps. Explain how the mountain area can be protected to ensure people can visit without an area being ruined

	13 million people live in the Alps. 100 million people visit The Alps each year. What might be the positive impact on tourism? What about the negative impact? Share some examples. *Tourism can help educate people about the risks facing our planet. *Money spent by visitors helps the businesses and economy of the local people. *Lots of visitors can bring noise, disruption and more pollution to an area. *Increased visitors may damage an environment more e.g. erosion from heavy footfall. Whilst tourism is important, there are things that need to be done to ensure mountain environments are protected. Use the presentation above to show what can be done to protect mountain environments		
Review project question: Is Europe an interesting place to live?			

Geography Curriculum

Year 4: Volcanoes and Earthquake

Project Question: Is it good to live near a volcano?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:
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

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
♣ 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
♣ 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.

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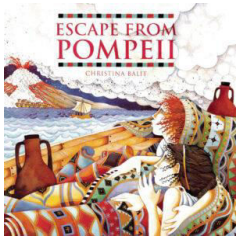
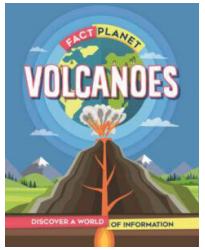




Prior Learning:
The children have learnt about mountains in Year 3.

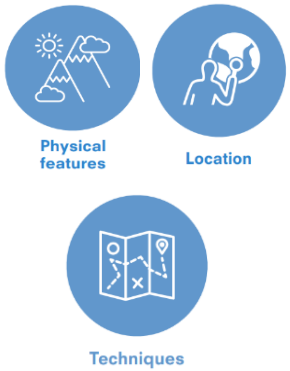
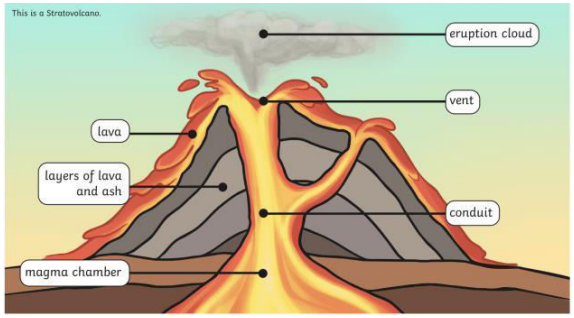
Use Digimap for ordinance survey maps and aerial photos.
Explore volcanoes - BBC Bitesize

Communicate Geographically:

Vocabulary

Crust, mantle, outer core, inner core, tectonic plates, boundaries, volcano, magma, lava, eruption, active, dormant, extinct, earthquake, fault lines, friction, richter, longitude, latitude, equator, prime meridian.

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Physical features	To know the structure of the Earth. In order to understand volcanoes and earthquakes and why they happen, we need to understand the structure of the Earth. Show children an image of Earth – satellite photo. We can see the land and ocean but what do you think is underneath that if we were to dig down towards the very centre.	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer	**Basic** Label and describe the Earth's *Crust *Mantle *Outer Core *Inner Core

	Show children an intersection of the Earth's structure Crust – thin, outer layer made of rock and soil Mantle – made of hot molten rock called magma and the biggest of the Earth's layers Outer Core – made of hot, liquid metal (iron nickel) and create Earth's magnetic field. Inner Core – solid, made of metal (iron and nickel) and as hot as the surface of the Sun Watch the video below to find out more about each layer Layers of the Earth video for Kids | Inside Our Earth | Structure and Components (youtube.com) The crust has cracks in it and so it is actually in pieces. These pieces are called plates. These can move slightly only a few cm a year	mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics **Investigate Patterns** • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.	**Advanced** Compare and contrast the Crust and the Mantle.
	**To know how volcanoes are formed and locate the world's volcanoes in the Pacific 'ring of fire.'** Show children an image of a mountain and an image of a volcano. What is similar and what is different? A volcano is a type of mountain. Recap the different layers of the Earth learnt last lesson. Volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards through the Earth through a long shaft. When the magma travels through the Earth's crust, it emerges as lava. Once this lava has erupted on to the Earth's surface, it cools and hardens into a pile of rock (making the volcano grow bigger over time)  There are more than 1500 active volcanoes on Earth. Over 75% of the world's volcanoes are found in an area of the Pacific Ocean shaped as horseshoe which has been given the name 'The Pacific Ring of Fire.'		**Basic** Locate and label on a map some volcanoes found in the Pacific Ring of Fire. **Advanced** Explain how a volcano is formed.

	KS2 The Ring of Fire PowerPoint and Activity Pack - Twinkl Use a world map / atlas to locate some of the world's earthquakes, especially those in the Pacific ring of fire. Use this as a time to retrieve children's understanding of the continents from KS1. *Mount Fuji, Mount Popocatepetl, Mount Valdiva, Mount Krakatoa, Mount Tambora, Mount Ruapebu	• Use the eight points of a compass, fourfigure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
	**To know why volcanoes erupt and the dangers they present.** Recap information about the layers of the Earth and tectonic plates learnt about in Lesson 1. This knowledge will be important for our learning today. Can the children remember where most of the world's volcanoes are? We learnt in Lesson 1 that the Earth's crust has small cracks. These pieces are called tectonic plate. Most volcanic eruptions are caused by these tectonic plates moving towards each other. Watch a video of a volcanic eruption – what do you notice? What do you see happening? Magma which is a thick liquid of molten rock moves upwards from deep within the Earth. Magma starts to push through the cracks of the Earth's crust. The magma gets hotter and hotter below the surface and the pressure builds. Eventually, magma will push through the surface of the Earth. As soon as it erupts and is through the surface, magma is now lava. Volcanic ash and other particles can escape violently into the air. Once the eruption has occurred, lava flows slowly down the mountain. Fast moving clouds of volcanic matter and hot gas can cover vast distances of the surrounding area. A volcano eruption can be dangerous especially if close by. Dangers include: Volcanic ash Lava flow Volcanic bombs Pyroclastic flow Mud flow Share images / videos showing these dangers.		**Basic** Describe what happens during a volcanic eruption. List some key dangers of a volcanic eruption. **Advanced** Explain the difference between magma and lava Organise information about the dangers of a volcanic eruption.

To know why humans choose to live near a volcano.

This is Catania, located near Mount Etna. Would you want to live so close to a volcano?

There are advantages and disadvantages to living close to a volcano. The children may be able to already list some disadvantages following the learning in the last lesson.

Can they think of any advantages?

Show children the images below which show some of the advantages / disadvantages – does this help them identify what any of them may be?

Advantages

*Volcanic hot springs are popular for bathing and swimming

* Volcanoes create geothermal energy which is clean and renewable.

*Tourists love to visit volcanoes which can create jobs in the local area.

*Volcanic soil is very fertile so great for farming and growing crops.

Disadvantages

*Lava flows are dangerous and can destroy roads and buildings

*Clouds of ash can cause health problems including lung problems.

*A major eruption with pyroclastic or mud flows could kill many people.

*Dangerous landslides can occur near to volcanoes.

There are real fears that Mount Vesuvius may erupt again in the future.

When will Mount Vesuvius erupt again? | 60 Minutes Australia (youtube.com)

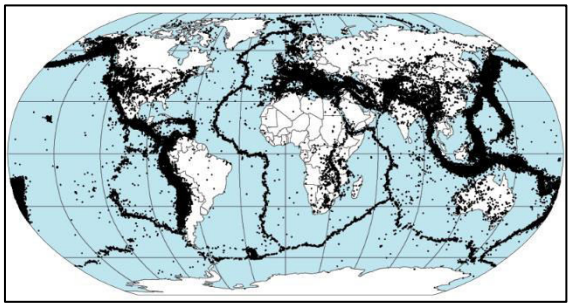
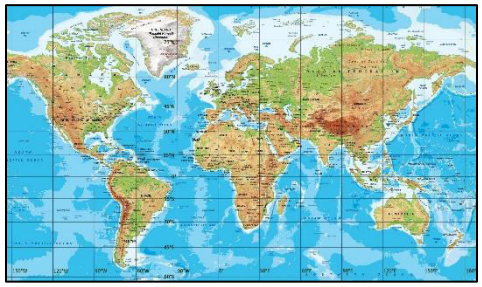
(select parts of the clip to watch as shows some body remains which are not suitable)

Basic

Describe some advantages and disadvantages of living close to a volcano.

Advanced

Explain what the impact would be if Mount Vesuvius did erupt again.

Physical processes	**To know what causes an earthquake** What do the children know about earthquakes? Earthquakes and volcanoes have aspects in common which links back to the layers of the Earth and what we have already learnt about tectonic plates – retrieve information about this to see what children can remember from earlier in the topic. The boundaries between tectonic plates are called fault lines. This is where most earthquakes occur. The map below shows where Earthquakes have taken place between 1963 and 1998  What do the children notice about the locations? Use the video below to support explanation of what causes an earthquake – when friction and movement between tectonic plates occurs, this is when an earthquake happens. As they rub together, the friction causes energy to build up and when this is released, it creates a shockwave. Earthquakes 101 | National Geographic (youtube.com) Discuss how earthquakes are measured using the richter scale. In 2008, there was an earthquake in Lincolnshire measuring 5.2 on the richter scale.		**Basic** Describe what tectonic plates are. What happens when tectonic plates move? **Advanced** Explain the tectonic process that would lead to an Earthquake.
Techniques Location	**To know how to locate previous earthquakes using lines of longitude and latitude** 		**Basic** What are lines of longitude? What are lines of latitude? **Advanced** Locate significant earthquakes by using references of lines of longitude and latitude.

	Explain how maps have horizontal and vertical lines on them. They are used to describe the location of places in the world. Horizontal lines – latitude Vertical lines – longitude Identify the equator on a map – Latitude lines are either north or south of the equator by a number of degrees e.g. 15 degrees North. Longitude lines are East or West of the Prime Meridian line. We use both to identify the location. We're going to find the locations of the biggest earthquakes using the lines of longitude and latitude to identify which country and continent they happened in. Use resource available here to support.		Identify what country and continent the earthquakes happened in.
.Review project question: Is it good to live near a volcano?			

Geography Curriculum

Year 4: Journey of Food (including Fairtrade)

Project Question: Is it a good thing that we can import food from all over the world?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

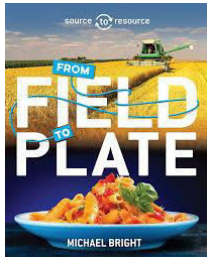
Diagonal -

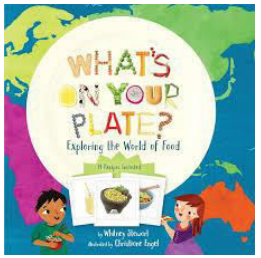
NC Links:
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waste

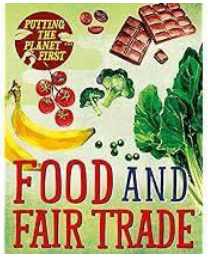
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Key Text







Prior Learning:
Children learnt about crops and farming in Year 2. Children learnt about some of the ways farmers are being supported in developing countries in Year 2.

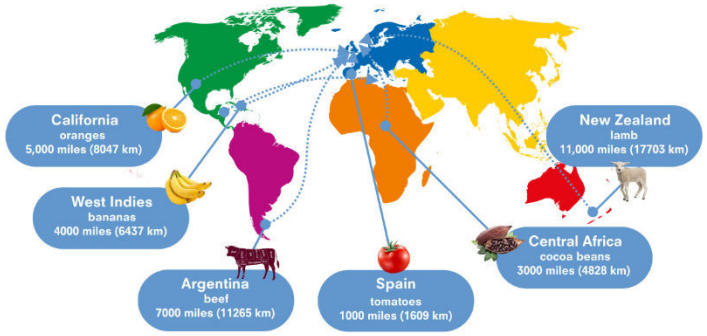
Use Digimap for ordinance survey maps and aerial photos.

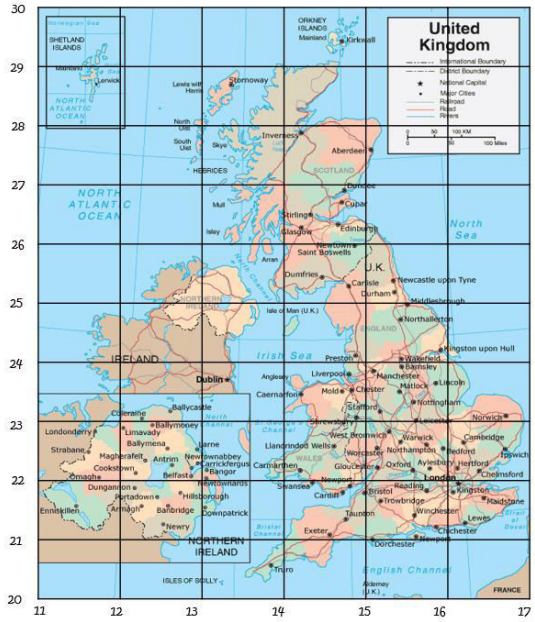
Communicate Geographically:

Food miles, import, export, trade, produce, transportation, tropics, deforestation, fairtrade

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
	To know where some of our food comes from. Show children a shopping list of items they may pick up from Tesco: *bananas *pineapple *chocolate *coconut *salami *rice *coffee *tuna	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	**Basic** Locate and label on a world map where some key foods are commonly grown **Advanced** Explain why some food has to be imported to the UK.

	Do you think these products are MADE / GROWN in the UK? Explain how some things can't be made in the UK because of our climate and resources etc. Therefore we need other countries to produce these and then we import them into the UK. Similarly, some countries rely on what we can make in the UK which we then export to them for sale. Import – bring goods into a country from abroad for sale Export – send goods to another country for sale. Look at the items listed above. Locate on a world map where these ingredients / items are commonly grown (model a couple of examples but save some for independently doing in the POP task) Bananas – tropical regions – south America, india, china, Africa Pineapple – Costa Rica, Indonesia, Philippines Chocolate – cocoa beans needed for chocolate are grown (mainly Africa – ivory coast, Ghana, Nigeria, Cameroon) Coconut – Philippines, India, Sri Lanka Salami – Italy Rice – China, India, Indonesia, Bangladesh Coffee – Brazil, Vietnam, Colombia Tuna – Pacific Ocean Identify these countries on a world map using knowledge of continents that the children have gained through Y1-3. They will need help locating countries but they should be confident with which continent these are in.	• Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics **Investigate Patterns** • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, fourfigure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
	To know what food miles are and the impact of these Food and Farming Lesson 3: How Far Has Our Food Travelled? (twinkl.co.uk) In the previous lesson, we learnt that our food comes from many places all over the world. Recap some of the foods last lesson and whether the children can remember some of the main producers of these foods. The distance food has to travel to reach our plates is known as food miles. Share some key facts: *95% of our fruit comes from abroad *30% of goods transported by lorries is food *50% of our vegetables are imported from other countries. Share diagram below which shows some food miles of common foods imported to the UK.		**Basic** Define what is meant by food miles. Locate on a map and label the food miles for some common foods imported into the UK **Advanced** Explain some of the concerns about food miles.

	 Food Air Miles (youtube.com) Field to Fork - Episode 2 "Food miles" (youtube.com) Share the videos above and start to look at some of the problems that are associated with food miles *carbon dioxide pollution from transportation * imported foods can be expensive *less knowledge about the conditions that food is made / produced than if it was made local.		
	**To know some of the foods produced in the UK and use 4 figure grid references to locate these on a map.** Last lesson, we learnt about food miles and the vast distance that some of our food travels to reach our plates. We also learnt about some of the concerns identified with food miles with one suggestion being to eat what is grown locally to you. For us, that would mean food grown and produced in the UK. So what food do we think is produced in the UK? Retrieve back to the Y2 unit where the children learnt about farming in the UK. Can they recall what is commonly grown on UK farms e.g. lots of wheat, barley etc. used to make cereals. Use the british food map located below which shows examples of food that originate from different parts of the UK. t2-d-067-british-food-map_ver_5.pdf (twinkl.co.uk) The children have previously learnt about 4 figure grid references but this will need going over again and how we use them to find specific places on a map.		**Basic** Complete a table showing the name of the food, the location produced in the UK and the 4 figure grid reference from the UK map. **Advanced** Agree or disagree – we should only eat locally sourced or grown food. Explain the reasons why you agree or disagree with this.

	Show a UK map with 4 figure grid references. Give the children a grid reference and ask the children to name a town or city in that grid reference. Look back at the food map – Lincolnshire produces sausages – what is the 4 figure grid reference for Lincolnshire Repeat with another couple of examples from the food map. 		
Physical processes	**To know how land in tropical climate zones is used to produce food.** Equator and Hemisphere Map | Twinkl Display Poster - Twinkl Share with children the world map. They have previously learnt in earlier years about the equator and that this splits the world into the Northern and Southern hemisphere. The area just below and above the equator are the tropics. They are the tropic of Cancer and the tropic of Capricorn. These are the tropical climate zones where the climate is high temperatures and rainy seasons. These conditions suit the growth of certain produce such as bananas, avocados, coconuts and pineapples. Bananas need a long, sunny growing season of 9-15 months with temperatures ideally of 27 degrees. They also need a lot of water which is why the rainy season of the tropical zones is important.		**Basic** What are the tropics called? What is the climate like in the tropics? **Advanced** Explain how bananas are grown and harvested and what conditions they need to grow well.

	The Story of the Banana PowerPoint (teacher made) - Twinkl How Do Bananas Grow and End Up in the Store? - YouTube Share the story of how bananas are grown in tropical climates.		
 	**To know how land is being changed in the tropical biomes to enable more food to be produced.** In the last lesson, the children learnt about the tropics. Use the map to identify Indonesia and how this is located in the Tropics. Indonesia has tropical rainforests as do many other countries located in the tropics. Show some images of Indonesian rainforests. Rainforests are a vital part of the Earth – they provide oxygen and are home to an enormous amount of plant species and animals. The children will learn more about this in Y5. The rainforests in Indonesia are being chopped down at a very fast rate – this is known as deforestation. This is because crops and food can't be grown in rainforests but when the forests are cleared, it leaves farmland which enables crops to be grown like coffee, cocoa beans and palm oil etc. The land is therefore being changed to allow more food to be produced. This allows Indonesia to make more money from exporting goods and helping local people make a living however the environmental impact of deforestation is huge – a major contributor to climate change. Some of the methods used to change the land are also not good for the environment e.g. setting huge fires to clear the land quickly. Share video below to see more examples: Why Indonesia Is One of the Worst Climate Change Offenders in the World (youtube.com)		**Basic** What is deforestation? **Advanced** Explain why the land in Indonesia is being changed and what the impact of this is.
 	**To know why fairtrade is important and how it supports farmers producing food around the world.** Fairtrade For Kids - Fair Trade PowerPoint for Schools (twinkl.co.uk) Home - Fairtrade The children have learnt in this project that people all over the world earn their living by growing food or making things to sell.		**Basic** What is fairtrade? List some fairtrade products. **Advanced** Organise information about fairtrade including information about how it benefits farmers and why it is important for us to buy fairtrade.

	Some farmers do not get paid a fair price for what they grow even though they work long hours in tough conditions. However, countries who sell the products in their shops and supermarkets make more money and more profit. Farmers deserve a fair price for the goods they have produced which should help them support their families and protect their businesses. This is where fairtrade helps. The fairtrade system ensure farmers and workers are given: • Better prices for their goods • Better working conditions • More control over their lives and businesses. What is Fairtrade? (youtube.com) It also supports farmers by giving advice and support and how they can invest their money well. Fairtrade products can be identified by the fairtrade logo. They may cost a little bit more money however you can be sure that by buying the fairtrade products, the farmers and workers are getting paid what they deserve. Fairtrade isn't just limited to food – you can for example buy fairtrade footballs Share some of the videos and stories from the fairtrade website and how it has supported farmers in different countries.		
Review project question: Is it a good thing that we can import food from all over the world?			

Geography Curriculum

Year 4: Coastal Life: UK and Italy

Project Question: Are coasts at risk?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

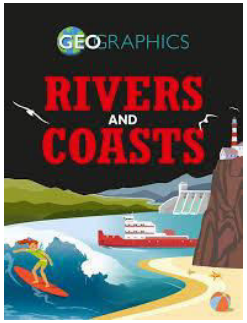
NC Links:
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

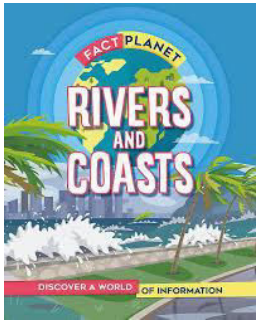
♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

Key Text





Prior Learning:
Children have learnt about erosion in the context of rivers in Year 3.
Children have previously learnt about Europe in Year 3 including Italy as a location.
Children have learnt about the UK in KS1.

Use Digimap for ordinance survey maps and aerial photos.

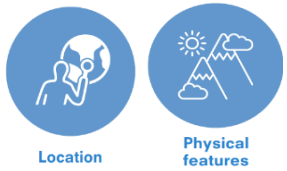
Communicate Geographically:

Vocabulary

Coasts, erosion, deposition, coastline, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, economy, defences, management, groynes, rock armour, sea wall

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks

 	**To know the physical features of coasts and the processes of erosion that affect them.** KS2 Geography Coastal Erosion - Coastal features - Twinkl What is the definition of a coastline? Show children a UK map – where would the coastlines be? The children should know that a coastline is where land meets water (seas and oceans) Show children a map of Europe which they should be familiar with from studying in depth in Year 3. Which European countries have a coastline? Children to locate and point out on a map. Reminder children that countries without a coastline are known as landlocked – surrounded by other countries. A coastline may have many features: Bay Headland Beach Dune Cave Cliff Arch Stack Stump Spit Show children a blank diagram of a coastline – can they identify where on the diagram each of these features may be? Which ones are they unsure of? Features of Coastline Labelling Worksheet - PlanIt - Geography Year 6 - Our (twinkl.co.uk) Share key information about how certain coastal features are caused. Coastlines are constantly changing. Erosion and Deposition are key factors in why certain features of a coast are formed and why they may change over time. Erosion is the process where materials / land are gradually worn away over time by natural forces such as wind and water. Bays for example are formed when a coastline may be made out of harder and softer rock. The softer rock will erode quicker which causes a bay to form. Arches, stacks and stumps are all caused by coastal erosion.	**Investigate Places** • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics **Investigate Patterns** • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. **Communicate Geographically** Describe key aspects of:	**Basic** Label the features of a coastline. What is 'erosion?' What is 'deposition?' **Advanced** Explain in your own words how erosion and deposition create coastline features and how it causes the land to change over time.

	Deposition is the laying down / dumping of materials which may have been carried by the sea, wind, flowing water etc. Sand that forms beaches has mainly been deposited.	• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, fourfigure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
	**To know about the UK coastal region of Dorset** Locate Dorset on a UK map. How do we know it will have a coastline? Show some photos of the Dorset coastline – what coastline features learnt in the last lesson can you see in the photos? Dorset has a famous arch called Durdle Door as well as stacks and stumps in the water. Dorset also has beautiful bays, beaches and cliffs. The stunning Jurassic Coast | Visit the United Kingdom (youtube.com) Watch the video above – what is there to do in Dorset? Dorset receives over 2.7million visitors a year making it very popular with tourists and this is a key part of Dorset's economy. Visit the Dorset tourism website and find out more about the Jurassic Coast Jurassic Coast Dorset - Visit Dorset (visit-dorset.com) Why is the Jurassic Coast such an interesting place to visit?		**Basic** What are some of the features of the Jurassic Coast? **Advanced** Explain why the Jurassic Coast and Dorset are popular places for tourists to visit using information gained in the lesson and from the tourism website.
	**To know about the Italian region of the Amalfi Coast.** The Amalfi Coast in Italy is one of the most popular places in Europe to visit. Identify this on a map of Italy and locate the coastline. Show photos of the Amalfi coast including ones which show its coastal features e.g. caves, arches, cliffs and bays. Look at the images of the Amalfi Coast – what else do you notice about the location and the features? How is it different and similar from the photos of Dorset we looked at last lesson? Identify some similarities and differences. The Amalfi Coast attracts around 5 million tourists each year. Amalfi Coast Vacation Travel Guide | Expedia (youtube.com) Watch the video above – what is there to do on the Amalfi Coast? The gardens along the entire coastline of the Amalfi Coast grow lemons and this is key for the area's economy.		**Basic** Identify and label the Amalfi Coast on a map of Italy. What are some of the human and physical features of the Amalfi Coast? **Advanced** Explain why the Amalfi Coast is a popular place for tourists to visit using information gained in the lesson and from the tourism website.

 	**To compare the coastal regions of Dorset and Amalfi** Over the last couple of lessons, the children have explored the Dorset Coast and the Amalfi Coast. Today the children need to make comparisons between the two places. What have they already identified are similarities and differences? Explore some key geographical information. e.g. Population – Dorset (426,000) Amalfi (5,000) Length of coastline – Jurassic coast 95 miles, Amalfi 34 miles Number of beaches – Jurassic coast 40 beaches Amalfi 100 beaches Average temperature August – Dorset 19 degrees, Amalfi 30 degrees Average rainfall December – Dorset 76mm Amalfi 65mm Oceans – Dorset – Atlantic Amalfi – Mediterranean Sea Discuss this information – what can you tell me about the coasts now and how they can be compared?		**Basic** How long is the Amalfi coastline and the Jurassic coastline? Why is the number of beaches surprising for both locations? **Advanced** Organise information through diagrams, captions, drawings etc. to compare the Amalfi Coast and the Jurassic Coast.
 	**To know how different regions manage coastal erosion through defences.** We have learnt that erosion causes land to wear away over time. If not managed well then this can lead to coastal areas becoming at risk of buildings collapsing and landslides. The Holbeck Hall Hotel in Scarborough fell off a cliff due to coastal erosion Holbeck Hall Hotel landslip (25th Anniversary) (youtube.com) The effects are also being seen in Dorset Dorset cliff collapses launching 400-tonnes of rockfall into ocean (youtube.com) Therefore coastal regions use different defence strategies to protect their coastline and slow down the effects of erosion. The Dorset coast is managed by rock armour and groynes. A groyne is a long narrow structure built out into the sea interrupting the water flow and limiting the movement and loss of beach material Rock armour is human placed rock walls to protect the shoreline. The ocean will wear away the rocks instead of the land behind it, protecting it from erosion. In the Amalfi Coast, the terraced walls that farmers build around their lemon crops actually help to act as a coastal defence against erosion.		**Basic** Draw and label some common coastal defences. **Advanced** Compare and contrast the defences used in Dorset to those used in the Amalfi region.

	Sea walls are also built in Italy – these are solid barriers made from concrete and prevent high tides and erosion. Share images of the various different defences in the locations studied.		
 	**FIELDWORK TRIP** Mablethorpe Beach was awarded the Blue Flag Award in 2024. We will visit to see what evidence we can gather for why it was awarded the Blue Flag. Share some of the criteria needed to achieve the blue flag award: *environment education activities must be available to visitors. *there should be no sewage or waste leakage on to the beach *there should be no litter on the beach and plenty of bins for visitors to put litter. * a beach map including locations and facilities must be displayed *The beach should be patrolled by lifeguards *Information about the water quality must be displayed *Natural debris and plants must be left on the beach *Access to the beach by dogs must be controlled *There should be plenty of toilets available for tourists and visitors. *Free access to the beach must be available to members of the public *A supply of drinking water must be available at the beach The children will explore the beach and the surrounding area to gather evidence for how Mablethorpe met this criteria. They should take photos throughout the day to gather their evidence and if possible, speak to local members of the public to ask them about the area.		All children will aim to answer: Have we got enough evidence to see why Mablethorpe was given the blue flag award?
Review project question: Are coasts at risk?			

Geography Curriculum

Year 5 – North and South America

Project Question: Is deforestation necessary?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:
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

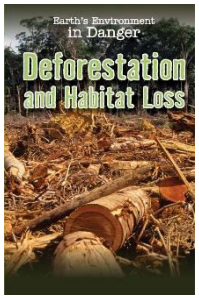
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

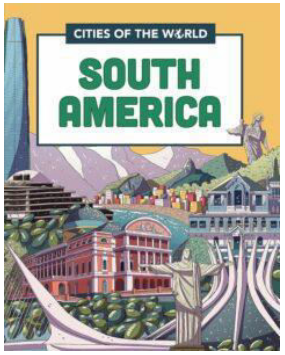
describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use 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

Key Text





Prior Learning:
Children have previously learnt about Europe and its countries as a continent.
They have previously learnt about longitude and latitude in Year 3.
They have previously used 4 figure grid references which now moves to 6 figure grid references.
The children have previously studied mountains, volcanoes and rivers which is built upon in this topic.
Children have learnt about biomes since Year 2 and that these are environmental regions.

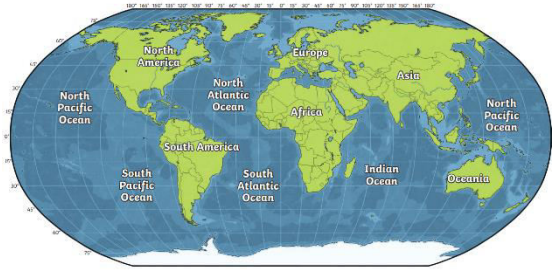
Use Digimap for ordinance survey maps and aerial photos.

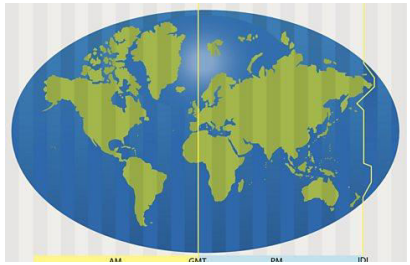
Communicate Geographically:

Landlocked, longtitude, latitude, tropics, meridian, polar, temperate, tropical, time zones, diversity, languages, culture, biomes, layers, forest floor, understorey, canopy, emergent, deforestation, slash and burn, indigenous, trade, export,

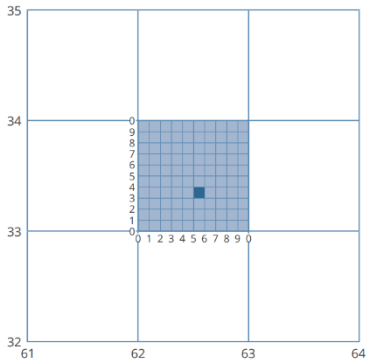
Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks

 	**To know the countries which make up North and South America.** Children have previously learnt about continents so should recall that North and South America are continents and the difference this is to a country. Locate North and South America on a world map. Visit the map in the corridor – which countries can the children identify which are in North and South America. Compare countries by land mass / shape using comparison language. Recap also what we mean by landlocked countries and those with a coastline and identify some. Using an atlas to look at the countries of North and South America, the children should describe the position of countries using the 8 compass points which they have been taught previously in LKS2. e.g. Argentina is SouthWest of Brazil. Children to work with a partner to create their own sentence showing their knowledge of positional language and compass directions. Do the children know anything about any of the countries in North or South America or have visited any of them previously? What prior knowledge do they have? By the end of the topic, the aim would be for the children to know where all of the countries in North and South America are. If you were to cover some up on the map already, would the children know which country is there? Explain how we locate the capital city of a country using the atlas and the symbol which represents the capitial city (will be bespoke to which atlases we use but may be a large circle or square) Can the children identify the capital cities of countries you ask?	**Investigate Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate Patterns** • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	**Basic** Locate and mark on a map the landlocked countries of North / South America in one colour and the countries with coastlines in another colour. Use an atlas to find and locate the capitial cities of the following countries and mark these on the map: *Brazil *Canada *USA *Argentina *Colombia **Advanced** Organise information about the geographical location of one country in North America and one country in South America, using positional language (compass directions) to describe location compared to other areas and vocabulary.
 	**To know about climate zones in North and South America and use lines of latitude.** Climate Around the World Zones Map (teacher made) - Twinkl Longitude and Latitude Coordinates Map (teacher made) (twinkl.co.uk) The children previously learnt about lines of latitude in Y3 Geography when identifying the locations of earthquakes in Europe. It will need a brief recap that Latitude are imaginary lines running horizontally around the Earth, either North or South of the Equator. Longitude are vertical lines running east or west of the meridian in Greenwich. Show map of the Earth with these lines marked.		**Basic** List the 3 main climate zones and some countries within North and South America which fall into these zones. **Advanced** Use lines of latitude to describe the location of these countries:- *Chile * Greenland *Peru *Paraguay

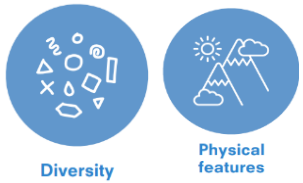
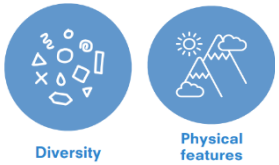
	When looking at latitude, the further north or south of the equator, the temperature becomes colder. The closer the lines remain to the equator, the warmer the temperatures. This then creates some main climate zones across our planet. **The three main ones are:-** Polar – within the Antic and Antarctic circles – much colder areas as they receive the least sun Temperate – the areas between tropical and polar – they experience a wide variety in climate and usually have 4 seasons Tropical – this zone is from the Equator to the tropics (the locations closest to the equator) This area receives the most sun exposure and is hot all year round. Mainly has 2 seasons – wet and dry The continents of North and South America span all of the different climate zones because of their size and location.  Show children this map – using their locational knowledge from the previous lesson, can they identify a country within North or South America that falls within:- *polar climate zone *temperate climate zone *tropical climate zone Make sure the children understand the difference between weather and climate. Show children the map below (they'll need a large version each) identifying the lines of latitude, remembering these are the horizontal lines which run North or South of the Equator. **Co-ordinates**  We can describe the position of some countries in North and South America using these degrees. e.g. If we were to describe Canada, we would say the latitude is 45-70 degrees N (North) If we to describe the latitude of Brazil we would say it is between 0 – 30 degrees S (South)	**<u>Communicate geographically</u>** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	*Mexico Describe the relationship between climate zones and the lines of latitude.

	Model with some examples, ensuring children are recalling their knowledge of the countries and their location from previous topic.		
Techniques	**To know about time zones in North and South America and lines of longitude** What are the different time zones? - BBC Bitesize Lines of longitude run vertically through the Earth to the East and West of the Prime Meridian. This line runs directly through Greenwich in London. Countries to the East of this line are always in front of the time of the UK. Countries to the West of this line are always behind that of the UK. Lines of latitude split the world into different time zones – there are 24 time zones because there are 24 hours in a day.  Time zones are not always in straight lines on the longitudes on Earth. This is because they may need to curve around country borders. You can see this in the map below.  Countries like the USA which are so big span over different time zones. Time Zone Map (timeanddate.com) Use the link above to find some cities in different countries in North and South America, using this as an opportunity to retrieve children's locational knowledge of countries. Can the children use the red dots to find the current time in key cities. If they click on the red dot, it also gives the longitude and latitude which the children can recall. e.g. Find the time in a city in Chile. The children will need to know which country on the time zone map Chile is and then find its red dot. They should record the name of the city, the current time and how many hours ahead or behind of the UK it is and its longitude and latitude.		**Basic** Time Zone Map (timeanddate.com) Use the laptops and the following website to find cities in key countries and record their current time, how many hours in front or behind they are and the longitude and latitude. Can the children find a city in:- *Argentina *Brazil *Peru *Colombia *Mexico *Canada *Venzuela

 	**To know some key physical features in countries in North and South America.** Drawing on learning covered so far in the Key Stage, the children will focus on identifying- *Key rivers *Mountain ranges *Volcanoes *Coasts Use this as a chance to retrieve some of their previous understanding about these aspects…. What do you understand about_____? Remind children how we can use an atlas to locate the physical features identified above looking for key symbols in the atlas to help us identify. Most of South America's volcanoes are part of the Pacific ring of fire which they learnt about in Y3. **Volcanoes:** *Llaima volcano – Chile *Sangay volcano – Ecuador *Yellowstone volcano – USA *Mount Redoubt – Alaksa (USA) *Ojos del Salado – Argentina / Chile border **Rivers:-** *River Amazon *Rio de la Plata *Missouri River *Mississipi River **Mountain ranges:-** *Rockies *Appalachian *Andes mountains Children to locate these in their atlases and describe their locations using positional language.		**Basic** Use an atlas to locate some key volcanoes, rivers and mountain ranges of North and South America and label them on a map. **Advanced** Organise information about one aspect of physical geography in North and South America *rivers *volcanoes *mountains Use information available to share geographical information
  	**To use six figure grid references to locate major cities in Brazil.** Six-Figure Grid References Guide (teacher made) - Twinkl Can the children locate Brazil on a map of South America? They should now know that Brazil is the largest country in South America and will be a focus study for them when they go to Year 6.		**Basic** Complete worksheet locating Brazilian cities using 6 figure grid references.

	In Y3/4 the children learnt about 4 figure grid references but in Y5/6 we need to extend this to 6 figure grid references. Explain how this has similarities to co-ordinates in Maths and that 6 figure allows us to be even more precise than 4 figure.  Use diagrams like the one below to show how precise a 6 figure reference can be. Look at the map of Brazil. What 4 figure grid reference would Rio de Janeiro be? What about if we wanted to be more accurate and give a 6 figure. Model how to split the box into smaller boxes to help give an accurate 6 figure grid reference. Repeat with different cities, modelling and questioning with the children to check understanding.  		
Diversity	**To know about the diversity in human geography in North and South America.** North and South America are continents full of diversity with different communities living together in different countries. There are a broad range of cultures, religions and languages spoken, all contributing to a diverse society. Share with children the main languages spoken in North America: 1) English 2) Spanish 3) French The main languages spoken in South America are: 1) Spanish 2) Portugese 3) Quechua (indigenous language		**Basic** What are the main languages spoken in North and South America? What are 'indigenous' people? **Advanced** Organise information about indigenous tribes of South America and why they play an important role in ensuring diverse communities.

	Does this surprise you? Share maps of North and South America showing the main language spoken in different countries. This will help children recall their locational knowledge as well.  In terms of religion, the main religion of North and South America is Christianity – particularly Catholicism. The native cultures of the indigenous people of South America are a key part of the diverse communities. Indigenous people are people who have maintained the cultures and traditions of their ancestors, including where and the way they live. Show children some images of indigenous tribes in South America – what can we learn from these photos? Cultures and traditions are really important and the way they live their lives is different from 'modern society.' Geography - People of the Rainforest (Primary School Geography Lesson) (youtube.com)		
Physical features	**To know about the biomes and environmental regions of North and South America.** Interactive KS2 Geography Biomes Map PowerPoint - Twinkl World Biomes PowerPoint - KS2 Geography - Twinkl Resources The children have previously studied biomes since Year 2. They should recall that a biome is a geographical region with specific climate, vegetation and animal life. North and South America, because of how vast they are in size, have different biomes. Show pupils the interactive biomes map identifying in North and South America where the biomes are and why this makes sense e.g. the children should be able to recall that tundra and ice biomes are in the places furthest away from the Equator whereas the tropical forests are found close to the Equator.		**Basic** Label the biomes on a map of North and South America. **Advanced** Organise and present information on 2 of the biomes found in North and South America using the knowledge webs provided.

	Explore some of the key biomes found in North and South America. We will be exploring the tropical rainforest more in future lessons but the children should learn some key identifying features of the grassland, savannah, desert etc. There are knowledge organisers on each biome in the Chris Quigley Milestones (see Emma) Introduction to Biomes (youtube.com) The children should use their locational knowledge to identify which countries have these biomes using the biomes map and their knowledge of where the countries in North and South America are.		
	To know about the layers of the rainforest and the diversity of life living there. Rainforest Layers PowerPoint | Life Science | Twinkl USA The Amazon rainforest is the largest tropical rainforest in the world and is also the richest and most varied biodiverse area, containing several million species of insects, plants, birds and other animals. In terms of location, the Amazon rainforest is so vast, it spreads over 9 countries in South America. Nearly 60% of it is in Brazil with the rainforest also in Bolivia, Colombia, Ecuador, Guyana, Peru, Suriname and Venezuela. Rainforests | Geography - Ecosystems and Biomes (youtube.com) Watch this video to learn about the rainforest as a biome and ecosystem. The children should learn about the different layers of the rainforest:- *forest floor *understory *canopy *emergent Use the presentation to share key facts about each layers of the rainforest as well as which animals / types of plants or trees exist in each layer. The 4 Layers of the Rainforest (youtube.com)		**Basic** Name the 4 layers of the rainforest. **Advanced** Create a sketch of the rainforest showing clearly the 4 layers and some animals or plants which may be found there. Use labels and captions to show facts about each layer.
	To know why rainforests are important and how the land is used. Why are rainforests important? | Rainforest Concern Rainforests - Why are Rainforests Important? | Better Planet Education Rainforests aren't just beautiful landscapes and environments but they play an important role in the world as well. Explain some of the uses of the rainforest and its importance to the environment:		**Basic** Why are rainforests known as the 'lungs of the world?' **Advanced** Organise information showing how the land in the rainforest is used and why they are important for the world.

	*Trees absorb carbon dioxide and release oxygen which helps stabilise the Earth's climate. Rainforests are known as the "Lungs of the world." *Rainforests help maintain the world's water cycle by adding water to the atmosphere through the process of transpiration which creates clouds. *25% of our modern medicines require ingredients found in tropical rainforest plants. It is thought that many more cures / medicines for illnesses are still to be found in different plant species from the rainforest. *Indigenous people call the rainforest their home, maintaining their cultures and traditions and living away from towns / cities. * Over half of the world's wildlife call the rainforest their home. It is therefore a habitat for many species to live in. *Rainforests can also prevent floods as the roots from trees act as absorbers of rainfall. Why are rainforests important? (youtube.com)		
	To know what deforestation is, the methods used and its impact Deforestation Facts for KS2 - Deforestation PowerPoint (twinkl.co.uk) Recap the different uses of the rainforest learnt last lesson and recap why this makes the rainforest important. Introduce what deforestation is: the removal / destruction of trees and forest in large areas. Can the children think of reasons for why people might want to chop down the rainforest? The Amazon rainforest is being chopped down at an astonishing rate. This is because people want to use the land for: *farming – cattle to graze on flat farmland like cows. *building materials using the timber from the trees *making roads and more land for building houses. However, the impact of the rate of deforestation is having a negative impact on the world. Watch the videos below to try and identify some of the impacts of deforestation. Rainforest Deforestation (youtube.com) Climate 101: Deforestation | National Geographic (youtube.com)		**Basic** What is deforestation? What is the slash and burn technique? **Advanced** Create a presentation, in a format of your choice, to show what impact deforestation has on the environment.

	Some of the methods used to remove the trees in the Amazon rainforest are also problematic. Share with children techniques such as slash and burn and why this is used:- clears areas quickly but the impacts it can have. If deforestation was to continue at this rate – what would be the impact on the world?		
Human processes	**To know about trade in Brazil and how this links with deforestation** Recap what we know about 'trade.' The children have previously learnt about trade in Year 4 when learning about the journey of food. Trade is the buying and selling of goods. Different countries are able to produce different goods and then export these – this means to send them to another country for sale. Show children the map below found here [This Giant Map Shows the Top Export of Every Country (visualcapitalist.com)] It shows the top exports for each country. Look particularly at North and South America – what do the children notice that they produce and export. Look at Greenland – they are a large export of fish. Looking at the geography of the area – why do you think this might be? Children should notice they're an island and surrounded by the ocean which means their fishing industry will be strong.  Why do you think Brazil exports a lot of soybeans? The children should thinking about what they may need to grow – a tropical climate and high temperatures and lots of water. Share with children some of the other main exports from Brazil. These include beef, corn, palm oil, timber. From what we learnt about deforestation last week – how does Brazil's exports link with this?		**Basic** List some of the top exports from countries in North and South America. **Advanced** Explain how Brazil's top exports link with why deforestation is such an issue. Answer the project question:- Is deforestation necessary?

	The trees are cut down to be able to graze cattle (cows) which then produces beef to export. The wood from the trees cut down makes the building materials which are then exported all around the world. Palm oil plantations are being created where the rainforest once was. This creates a dilemma – Brazil's economy relies on these products being traded to help the country succeed financially and therefore for people to live good lives but we have learnt about what cost deforestations comes at for the world and its environment. What do the children think about this?		
Review project question: Is deforestation necessary?			

Geography Curriculum

Year 5: Trade and Economics

Project Question: Could we exist without trade?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

NC Links:

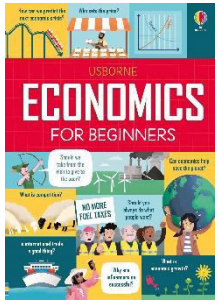
describe and understand key aspects of:
♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

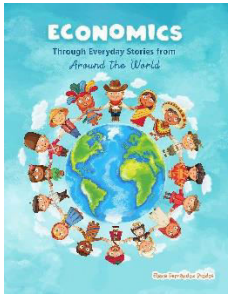
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Text





Prior Learning:
Children have learnt about 'trade' in terms of food in Year 4 and where our food comes from. They also started to learn about the concept of fairtrade as part of this unit.

Use Digimap for ordinance survey maps and aerial photos.
Global trade - RGS

Communicate Geographically:

Vocabulary

Trade, global, globalisation, transportation, global supply chain, primary, secondary, tertiary, raw materials, manufacturing, economics, import, export.

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
Human processes	To know what trade is and how it became global. How did trade get global? - RGS How Trade has Changed Lesson Plan 6 - Year 6 Geography (twinkl.co.uk) Look at some company logos from the RGS lesson slides above. Do the children recognise any of these companies? Trade simply means the buying and selling of goods with other people. Trade has existed since the beginning of time even back in the Stone Age and, for example, the children should	**Investigate Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions	**Basic** What is 'globalisation'? **Advanced** Explain and present information showing how transportation, communication and technology have led to trade becoming global.

	remember learning about how trade led to Benin becoming a successful kingdom many hundreds of years ago. In the past, communities would trade with those close by to them. However, now trade has becoming increasingly global. We can trade with countries all over the world. This is called globalisation and connects our world and communities together. Can the children think why it is that today we are able to trade globally whereas in the past, this would have been impossible? The children should know that developments in 3 core areas have contributed to globalisation and our ability to trade with countries all over the world:- *Transportation *Communication *Technology Children should think back to what these areas might have looked like in the past e.g. horse and carts / boat etc. or invention of the telephone but should then think about what we have now linked to these areas e.g. high speed trains, aeroplanes, internet, credit/debit cards for payment. All of these things make it very easy for us to buy and sell goods all over the world. Use the information pages about the 21st century from the document below to explore the impact of the core 3 developments which have led to globalisation globaltradelesson1tradetimelineinformationsheets.pdf (cdn-rgs-media-prod.azureedge.net)	and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate Patterns** • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	
	To know the stages of the global supply chain. The global supply chain - RGS Globalisation Lesson Plan 5 - Year 6 Geography - Twinkl Every item that we buy from a supermarket, shop or online has been through a process and journey before it reaches our hands. Manufactured products like cars, toys, clothes go through even more stages than unpackaged products such as fruit and vegetables. Define the 'global supply chain' 'the journey travelled by clothing, food items and other products through different factories, suppliers and warehouses before ending up as the finished product we buy in shops' There are three key stages of the global supply chain which take place all across the world in producing a product ready for sale: 1. Primary- Extracting the raw materials e.g. farming, mining, fishing, and forestry. 2. Secondary- Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers. 3. Tertiary- Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the globe falls into this sector.		**Basic** List the 3 stages of the global supply chain. Identify using the sorting cards one example for each stage. **Advanced** Show through diagrams / flowchart the global supply chain for a tin of tuna. Include each stage of the supply chain.

	Show children an item e.g. tin of tuna. Primary – fishing of tuna in the atlantic ocean Secondary – cooking, processing and canning of tuna and labelling / packaging Tertiary – shipping and distributing to supermarkets / shops. How Canned Tuna is Made - YouTube – Watch the entire process here. The children also begin to realise that a product becomes worth more money the further through the supply chain it goes. This will be important when we start to think about people in the primary stage of the supply chain. Children to look at some of the statements on the cards on the document below. Are these showing primary, secondary or tertiary stage of the global supply chain – explain how they know. globaltradelesson3sortingcardsactivity.pdf (cdn-rgs-media-prod.azureedge.net)	**Communicate geographically** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
	To know the stages of the global supply chain in the context of T-Shirt production The global supply chain - RGS Recap from last lesson the 3 different stages of the global supply chain. Show children an image of a simple t-shirt. Today we will look at the global supply chain and the processes involved in creating a t-shirt ready for sale and ready for customers to buy. Can the children brainstorm ideas for all the different processes that a T-Shirt has to go through to be in a shop ready for sale? Go through each stage: **Primary** – Cotton is farmed on a plantation (in our example today in Peru, South America) Zips are made from aluminium which is mined from the ground from a material called bauxite. Cashmirino Fibres of Peru: Sourcing Our Cotton (youtube.com) Watch first part of this video of cotton farming – what do you think this work must be like? **Secondary –** Materials are transported to Turkey where they are manufactured in factories to make clothing products. During this stage the cotton may be dyed and sewn together to make clothes. PAS From Cotton to T shirt (youtube.com) Watch this video to show the many stages of the secondary part of the supply chain. **Tertiary -** The finished products are then exported to stores to be sold globally to find their markets (buyers), which are mainly in Europe and the North America Identify the locations of each of these stages on google earth and locate on a world map. Explain the pattern that the primary and secondary stages are usually in developing (less economically developed countries) and the tertiary stage is usually in developed (more economically developed countries).		**Basic** Locate the areas on a world map involved in the making of a T-Shirt shown in today's lesson using different colours for primary, secondary and tertiary **Advanced** Use a flowchart to explain the process and stages of making a T Shirt from start to finish.

	Highlight that the further along the supply chain, the more value is added to the cotton through its processing, manufacturing and sewing, and packaging as the delivery of the items to locations where consumers are.		
	**To know how organisations are working to create fairer supply chains.** edu-global-food-7-11-session-4-120418-en.pdf;jsessionid=D3A73B956B8D087DA4BCB4EF7AB6B9FF (openrepository.com) Recap what we have learnt about the global supply chain so far, particularly with the primary stage. This is often very physical, demanding and tough work. It's at this point where workers are paid the least. This also links with economies and why many countries involved in the primary stage are less developed than other countries and this impacts on salaries, living conditions, overall health and wellbeing etc. There are organisations working towards ensuring fairer supply chains especially for workers in the primary stage. Quickly identify the supply chain for strawberries: • Strawberry picker in a farm • Strawberry plantation owner who gathers the picked strawberries and sells them to a company that transports them. • An exporter – you buy strawberries picked from the farms and transport them to Europe all year round. • An importer – you buy the strawberries from the exporter and keep them fresh, package them correctly and sell them to supermarkets in the UK. • Supermarket – sells the strawberries to consumers. There are two groups working at different points in this supply chain to try and make it a fairer supply chain:- **The Ethical Trading Initiative** - This organisation works with Oxfam to improve working conditions for the strawberry pickers. Sometimes the pickers are treated unfairly by the plantation owners. Their job is to make sure that strawberry pickers are treated fairly so that they earn a better wage and are able to feel safe. You help to teach women about their employment rights and make sure that strawberry pickers have a social security card so that they can get help from the government. **The Better Strawberries Group** - This is a co-operative in Morocco that works with supermarkets in the UK to try to make the supply chain fairer. Your job is to make sure that supermarkets pay a fair price for their strawberries so that each person in the supply chain receives a fair wage. You also work with supermarkets to help them understand what happens along the supply chain. What impact do you think organisations like these will have? Why do you think their work is important?		**Basic** Who are the Ethical Trading Initiative and what do they do? **Advanced** Explain why we need to create fairer supply chains. You may want to think about:- *the workers in the primary stage of production *the money made by global companies at the tertiary stage of the supply chain *how less developed countries can become more economically successful.

	We are ETI (youtube.com) Buying responsibly: guidance from ETI (youtube.com)		
 	**To know what the UK exports and who our trade partners are.** What does the UK export and to where? - RGS So far we have learnt about what trade is and the stages in creating / manufacturing a product and the global supply chain. We know that countries made products and buy and sell to one another. Introduce vocabulary of import and export. Import – when we buy products into the UK from other countries. Export – when we sell products we make in the UK to other countries. Today we are going to focus on what the UK makes a lot of and exports to other countries and who our main trade partners are. Thinking back to the global supply chain, the UK tends to be known as a manufacturing country – we make and produce a lot of products in the secondary/tertiary part of the global supply chain. We export high value items and import cheaper items such as tea, coffee, bananas etc. What does the UK export and to where? - RGS Use information from the PPT slides above to show which countries the majority of UK exports go to. Ask children to help identify these places on a world map using their previous locational knowledge from other units. Which continents are these countries in? Where do we not export to as much? The UK makes and produces high value items such as cars and machinery. Show children the table showing the major exports from the UK. Does anything surprise them? In 2014 a car was produced in the UK every 20 seconds. Share information with the children from the slides which explain WHY we make and export these items e.g. we have high quality universities with research labs which help us develop medicines, we have a good education system which then promotes quality jobs.		**Basic** Who are the top 3 countries we export to? What are the top 3 products exported from the UK? **Advanced** Organise information in a bar chart showing the top 10 exports from the UK. Explain why the UK exports what it does.

	To know what the highest value exports are for other countries. Highest-valued exports - RGS Recap the meaning of import and export from last lesson. Can the children recall and retrieve what the UK exports and who our main trade partners are? The item or goods that a country makes the most money from exporting are known as their 'highest value export.' Usually – human and physical geography play a part in what a country's highest value export is e.g. Greenland's highest value export is fish. Look at a world map and locate Greenland – why might this be the case? The physical geography of a country determines what it can produce and what it can export. Highlight three key physical geography features that effect what a country can export: natural resources, bodies of water (coasts, rivers, lakes), and climate. Explain the human geography of a country determines what the highest-value export is. The level of development of a country allows or limits the value of the products it exports and money that can be made from their exports. For example: the education and skills of the population, technology and communications, manufacturing facilities and high-tech machinery for production are all necessary to produce and export expensive and complex manufactured items. Use the slides from the PPT above (Slides 4-10) to show how the physical and human geography of places affect their highest value export. Maps Show Countries' Highest Valued Exports From CIA Factbook Data | TIME Use the maps from the website above to identify the highest value export in key countries. This will also support pupils locational knowledge as they will need to cross reference with an atlas or world map to identify what the country is. How do the highest value exports in Europe differ to Africa?		**Basic** What do we mean by the highest value export? **Advanced** Identify the highest value export for the following countries: Nigeria Italy USA Uruguay Argentina Mexico India Ethiopia Explain how human and physical geography affects a country's highest value export.
Review project question: Could we exist without trade?			

Geography Curriculum

Year 6: City Life: London and Rio

Project Question: Is Rio de Janeiro a more desirable place to visit than London?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

Vertical –

Diagonal -

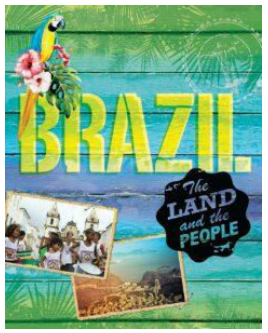
NC Links:
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

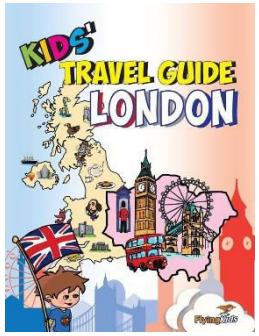
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

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

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

Key Text



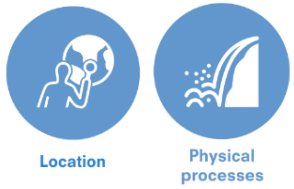


Prior Learning:
Children have studied South America in Year 5

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Climate, population, census, migration, topological, tourism, industry, favela

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
	To know the location of London and Rio de Janeiro and to compare climate. What do we mean by a 'city?' A city is a human settlement of notable size. The term 'city' has different definitions around the world. There is no universal definition for what needs to be the size of a city.	**Investigate Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location.	**Basic** Use charts to answer questions e.g. 1) What is the average rainfall in July in both Rio and London?

	Show children aerial photos of London and Rio. London we know is the capital city of England and Rio de Janeiro is a large city in Brazil (but not the capital!) What do you notice in these photos? What are cities like? Encourage geographical vocabulary when describing. Locate London and Rio on world map or using atlases. Show children the relation of the cities to the Equator. What might this tell us about the climate in both of these cities? Also show a map of climate zones to identify what zones Rio and London fall into. Tropical climates are found near the Equator. They are warm and humid and experience a lot of rainfall during their wet season which can occur once or twice each year Rio De Janeiro climate: weather by month, temperature, rain - Climates to Travel London climate: weather by month, temperature, rain - Climates to Travel Use the charts from the links above to compare temperature and rainfall in London and Rio. Why are the temperatures in Rio lower in July and August than they are in Jan / Feb? Children need to recognise their seasons are different and Rio's Summer is December – February whereas London's is June to August.	• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate Patterns** • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate geographically** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	2) What is the average temperature in May in Rio and London? **Advanced** Compare and contrast the climate in London and Rio de Janeiro, organising this information how you wish including information from the charts in the lesson.
 Diversity	To know the population of both Rio de Janeiro and London and know how this has changed over time. Population changes in London - Studying changes of a major UK city - London - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize Discuss the meaning of population – the number of people living in a particular place. Do the children know how we have information about that? How do we know how many people live somewhere? Can the figure always be entirely accurate? We may use things like: census, births and deaths registered. They may be inaccurate due to the migration of people moving around and some people not completing census documentation etc. We can only ever use estimates. Look at 2024 population of Rio and 2024 population of London London - 9,748,033 Rio - 13,824,000 What do we learn from these populations?		**Basic** Compare and contrast the populations of London and Rio de Janeiro. **Advanced** Graph the population of either London or Rio over time and explain what it shows.

	Rio De Janeiro Population 2024 (worldpopulationreview.com) London Population 2024 (worldpopulationreview.com) Look at these graphs which show how the cities populations have changed over time. What might be the causes of a drop in population or a rise in population? After WW2 and to about the 1980s London's population fell because the city lost its status as one of the world's greatest trading cities. A baby boom in the 1980s contributed to the population to rise again. What are the trends for Rio? A steady increase over time with no time where the population has fell. The problem is that the city is surrounded by the ocean and steep mountains so it can't grow outwards which means overcrowding is occurring.	• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
 	**To know about transport in London and Rio and use topological maps.** Explain what a topological map is – a map or diagram which has been simplified so that only vital information remains and unnecessary detail is removed. Explain how the underground (tube) in London and the Metro in Rio are public transport which help you navigate the citiy quickly and easily. Share with children topological maps – the underground map for London and the Metro map for Rio. All other information is removed apart from the transport stops. This helps someone looking at the map not to get confused by lots of information. Ask children questions to see how they interpret the map e.g. find a stop on the Piccadilly line or find a stop in Rio on Subway Line 2. Support children with interpreting these maps. Bring back knowledge of the 8 compass points and ask children to locate using the maps e.g. a transport stop which is NE to _____ etc. Children need to be able to use a map to plan a route. Using the London Underground map, can you plan a route on the tube to get from Covent Garden to Lancaster Gate. Where would you travel to? When would you need to swap lines? Repeat with different examples using the underground map.		**Basic** What is a topological map? **Advanced** Investigate and plan routes between different stops in London.

 	To know about tourism and leisure in London and Rio de Janeiro Rio de Janeiro, Brazil: A Cinematic Journey (youtube.com) London tourism - England - United Kingdom Great Britain travel video: Big Ben, Buckingham Palace - YouTube Watch the above videos – as you're watching, make a list of all the things that you see which might attract people to visit that city. London attracts 30 million tourists a year Rio attracts 5 million tourists a year. Does this surprise you? Why might there be such a big difference? London is a capital city. London is seen as a major world city. Parts of Rio can be quite dangerous which might impact on people wanting to visit. Share some of the key tourist attractions in the cities: Rio – Christ the Redeemer statue, Rio carnival, Copacobana beach, national parks, Escadaria Selaron London – Tower of London, Buckingham Palace, Houses of Parliament, Museums, River Thames, theatres Tourism is a major industry for cities because it provides income for the cities and boosts the economy of the area. Rio carnival brings in £770,000 each year to the city. Notting Hill carnival in London brings in around £30million a year. Discuss with children what would attract them to visiting a city – this will be different for different individuals.		**Basic** List some of the tourism appeals for people visiting London and Rio **Advanced** Explain why having a diverse range of attractions is important for a city. Organise information about London or Rio to create a tourist travel guide.
 	To know that there is huge diversity in how people live in the city of Rio de Janeiro. A city of two halves - RGS One thing that it is important to understand is that there people living in the same city might be experiencing very different lifestyles. In Rio, people live in very different conditions and may live less than 5 minutes apart.		**Basic** What is a 'favela?' Define what we mean by poverty. **Advanced** Compare and contrast a child's experience of living in Rocinha and living in Barra di Tijuca.

Discuss this image of Rio and what it shows. Luxury living, expensive apartments / housing directly next to people living in poverty in slums known in Brazil as favelas.

Share information about favelas and some of the key facts about them.
*areas often of high crime – no police stations and police are often too afraid to enter the favelas
* sometimes no services like water or electricity – streets too narrow for things like bin lorries.
* very overcrowded no space for public buildings like schools.

Living in Rio | Key Stage 2 | Geography in the News
What is life like in a Brazilian favela? - BBC Newsround
Life in the Favela of Rocinha - BBC Bitesize

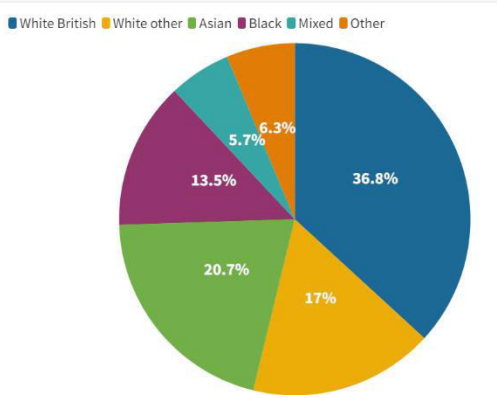
Share with children the area of Barra di Tijuca – one of the wealthiest places in Rio to live
*beaches, rivers, lakes – lots of facilities
*many apartments have their own security guards
* apartments are luxury and have their own pools and gyms

Diversity

To know that there is diversity of cultures in London.

Migration has contributed to London becoming an incredibly diverse city in terms of cultures, religion, ethnicities and languages spoken. London has become a magnet for migrants from across the world seeking work and better opportunities.

This has contributed to London's population growth which we learnt about previously.



Share this graph showing the ethnic composition of London's population.

The Notting Hill carnival learnt about previously is a Carribean carnival in London. We have learnt the impact of events like this.

Basic
What is migration?

What is the ethnic makeup of London?

Advanced
Explain why cultural diversity is positive for London.

	Explore why it is positive to have such a range of cultures / ethnicities living in a single city. Identify reasons such as:- *learn about different cultures *experience their traditions – dress / food / festivals etc. *celebrate differences – learn new languages * different skillsets so jobs are well covered *reduces intolerance Make links to British Values. Read part of the London mayor's foreward from 2017. Do you agree with his aims and ambitions? Microsoft Word - Final Diversity and Inclusion Vision for Publication Print.docx (london.gov.uk)		
Review project question: Is Rio de Janeiro a more desirable place to visit than London?			

Geography Curriculum

Year 6: Maps & Digital Technology

Project Question: Do we still need to be able to read a map?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

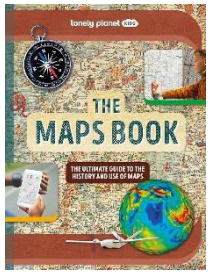
Wider Curriculum Links:
Horizontal –

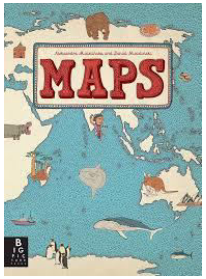
Vertical –

Diagonal -

NC Links:
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Text



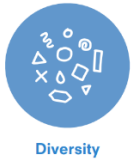


Prior Learning:
Children have learnt about compass points and grid references throughout KS1 and KS2.

Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Ordinance survey, direction, route, symbol, key, residential, A roads, M roads, rural, orienteering.

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
 	**To know how to use maps to identify differences in land use for Bracebridge Heath over time.** Use digimaps for all copies of maps Maps can help us identify and see how land has changed over time. We can use them to see what has changed and what difference this has made. Show children the Bracebridge Heath map from 1890 – what features can they spot? Also show the map from 1950. What is different between the 1950 map to the 1890 map e.g. the children may notice there are more buildings by 1950. Note some similarities and differences between the two. Now show the children an ordinance survey map of Bracebridge Heath today. What do they notice? What can they see? Why do you think some of the changes have occurred? *Why might there be more houses now than before?	**Investigate Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).	**Basic** List 3 things that are the same and 3 things that have changed between the 1890 and 1950 maps of Bracebridge Heath **Advanced** Explain how the land in Bracebridge Heath is used now using features on the current ordinance survey map.

	*What other buildings might we have more of now?	• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate Patterns** • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **Communicate geographically** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Techniques Human features	**To know some key features found on ordinance survey maps and how we can use them to develop an understanding of our area.** Recap what we learnt from last lesson. Show children the ordinance survey map of BBH  Discuss with children what PO, PW, Liby mean – Post office, Place of worship, library. When we zoom in further, we can see street names and numbers on the buildings. These represent house numbers. Why do you think not every house on the map has a number?  Children to have access to digimap to explore the area of Bracebridge Heath – they can explore zooming in and out to identify different features on the map and what it shows.		**Basic** Sketch a small area of BBH using the ordinance survey map, including any features, roads or buildings. **Advanced** Explain why an ordinance survey map doesn't number every house or building.

Techniques

To know how to use 6 figure grid references to find places in our locality including our own homes.

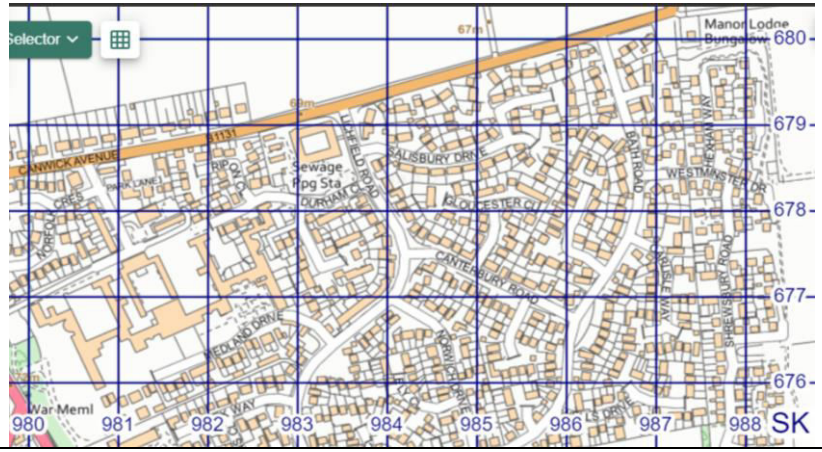
Recap with children what we mean by 6 figure grid references. These help us to give an exact location of something.

We can find a 6 figure reference for any location, including our home addresses.

Using digimap, search for a local postcode. Select the grid icon at the top to show the lines and how this can be used. In the example below, if you lived on St John's Road, your 6 figure grid reference would be 977,625

Search for different postcodes – including the children's without them giving their full address and see what the 6 figure grid reference would be.

Show an area of Bracebridge Heath like the example below:



Basic

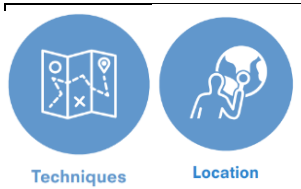
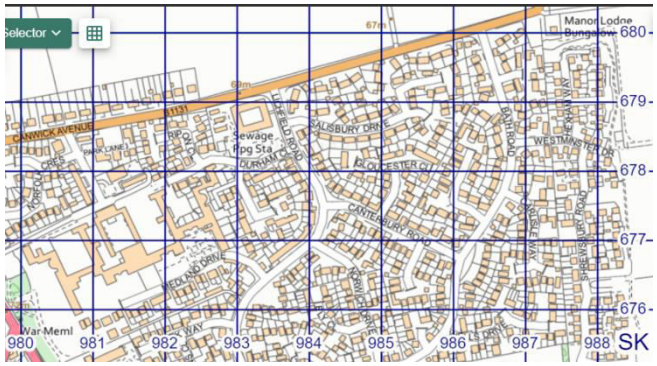
Children use digimap to search for their home address post code and identify the 6 figure grid reference.

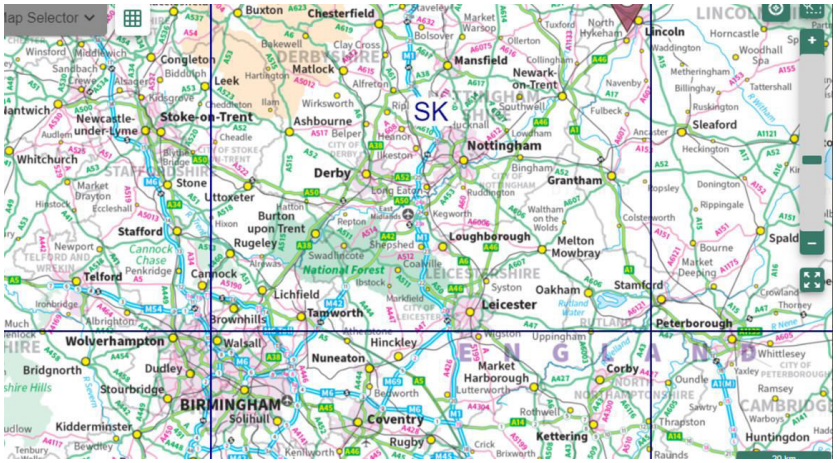
Can they also search for these postcodes and give the grid reference for these places:-

LN4 2LD – St John's Academy
LN6 9AX – NK Sports Centre
LN6 7DA – Lincoln Mosque
LN6 7QN – Sainsbury's

Print a residential area of somewhere in BBH / Lincoln.

Give the children some grid references and children to find which street they would be on with that reference.

	What street would you live on with the grid reference: 985 677 or 982 678 or 980 678 Check children's understanding and correct any misconceptions that they may have in using the 6 figure grid references.		
	To know how to describe a route using the 8 compass points. Recap what children know about the 8 different compass points. Show a visual to remind them of the different directions. Play a game where children have to stand facing a certain direction if North is the front of their classroom.  Show children a residential area of the local area. Highlight a route on it e.g. from Canwick Avenue to Norwich Drive. Which direction would they head in e.g. Start on Canwick Avenue and head South down Lichfield Road. Then go South East on to Norwich Drive. Repeat with a different residential area and different start and end point. This is the children reading a map. When might this be useful? E.g. if going somewhere they haven't been before or if they need to try and explain to someone else where something is. Repeat with more complex routes – it will help if children have a handout of the areas in front of them as well as it being on the screen to support them with describing the route. Show a different area with no route identified – can the children highlight their own route and then describe the direction of travel using compass point, street names until they reach the finish point.		**Basic** Using different ordinance survey maps with highlighted routes, children to describe the route from a start point to an end point using compass directions. Children can then use digimaps to load their own area up on the screen and plan a route, describing it from start to end point with compass directions.

Techniques Location	**To plan a route using road names and the 8 compass points** Recap learning from previous lesson and retrieve understanding about the compass points. Ask children about their knowledge of main roads e.g. A roads and M roads – what do these mean? A roads are major roads that link regional towns and cities. They will often be single or dual carriageway. M roads are motorways. These are high speed roads that allow travel between major towns and cities. Roads are identifiable by their letter and a number e.g. Lincoln has the A46, A15, A17 etc. M roads are clear on a map because they are blue (thinner blue lines are rivers). A roads are green. If we started at Lincoln what main roads / route would we take to get to Derby. Highlight the roads with the children so they can see them and then describe the route using compass directions e.g. head South West on the A46 to Nottingham. Then head West on the A52 to Derby. Pick a different route e.g. Stoke-on Trent to Coventry. First of all model highlighting the roads and then ask the children to plan the route using compass directions, road names and place names.  Use digimap to find a different locational area of the UK to do the same thing. This is a good time to embed pupils locational knowledge within the UK as well.		**Basic** All children to have digimap loaded on their computers. They need to be zoomed out enough so that they can see the M roads and A roads clearly. Can they choose a start point and an end point? In their books, plan the route from Point A to Point B using the main roads, compass directions and place names. Repeat with different examples and a different route.

	Repeat the process, using A roads and M roads. The children would then need to know that they would then need to use smaller , less main roads to reach a very particular destination.		
	Orienteering in action Book a workshop to allow the children the chance to practice their fieldwork and orienteering skills in context using everything learnt from the above sessions.		Practical orienteering activities.
Review project question: Do we still need to be able to read a map?			

Geography Curriculum

Year 6: Our Changing Planet

Project Question: Can an individual protect the planet?

Curriculum Drivers:
Live our Values
Communicate Clearly
Overcome difficulties
Prioritise Health
Recognise Achievement

Wider Curriculum Links:
Horizontal –

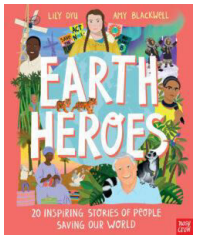
Vertical –

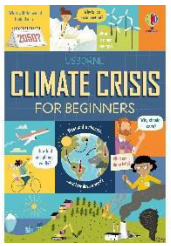
Diagonal -

NC Links:
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

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Key Text





Prior Learning:
In Year 1, children learnt about the threat to oceans because of human activity.
Children learnt in Y4 about 'food miles' and the pollution this can cause
In Y5, children learnt about trade and economics and that globalisation has led to more pollution

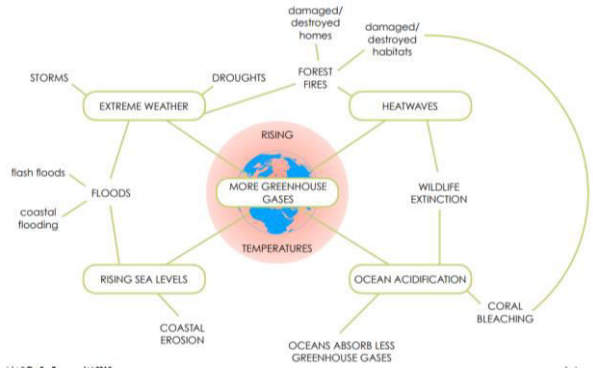
Use Digimap for ordinance survey maps and aerial photos.

Communicate Geographically:

Climate change, greenhouse gases, fossil fuels, campaigners, protest, environmentalist, 'green', activist, controversial

Knowledge Schema	Core Knowledge	Concepts and Milestones	PoP Tasks
	**To know what climate change is and how this is affecting our environment.** Begin the topic by asking children what they know about climate change – what do they think it is and what do they think it does? Record what children know already as a starting point to build on knowledge over the next few weeks. Show children the video below which begins to explain what climate change is: Climate Change: How does it really work? | ClimateScience #1 It is really important that the children understand the key core facts below:- *Human activity causing more greenhouse gases to be released into the atmosphere which is making the Earth's temperature rise. *Climate change impacts on air, land, water and weather. *Greenhouse gases are methane, nitrous oxide and carbon dioxide. Human activity makes too many of these gases. People and Planet Climate Change ebook.pdf	**Investigate Places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a	**Basic** What is climate change? **Advanced** Organise and present information showing how climate change is affecting air, land, water and weather.

	Children should have some time to explore the ebook above. They should pay particular attention to Page 4 which outlines some of the effects of climate change on the environment. *increased air temperature which affects the weather / seasons. *Smog builds up in built up areas. *Water shortages and droughts more common *Glaciers and ice sheets are melting and sea levels are rising *Coastal flooding is happening more often. *Extreme weather events will happen more frequently. *Frequent, more powerful hurricanes.	location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	
 	**To know and consider reasons why some people do not believe in climate change or do not take action on climate change.** Last lesson we learnt that it is human activity which is causing climate change and more greenhouse gases to be released into the environment. Share page 5 from the ebook used in the previous lesson detailing the overwhelming evidence that humans are causing climate change. Other examples of human activity contributing to climate change includes:- *use of transport causing pollution *deforestation which releases carbon dioxide stored in the trees *burning fossil fuels to use for energy / electricity *manufacturing products in factories *producing food There are some people who deny that humans are causing climate change and therefore ignore the signs even though most scientists present the overwhelming . They may not believe in climate change being caused by humans because:- *Some people haven't looked at the evidence *Some religious leaders tell their followers that climate change is not occurring as they believe it goes against their religious texts. *Lots of business activity causes pollution and climate change. Some business leaders say that it's not real so they can continue their business activities and make lots of money *Some people believe that the changes in our climate occur naturally. *There is a lot of false information shared online and some people believe this mis-information. What would you say to someone who doesn't believe in humans causing climate change? Discuss what impact it has if a large proportion of people don't believe in climate change and what harm this may cause.	**<u>Investigate Patterns</u>** • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. **<u>Communicate geographically</u>** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	**<u>Basic</u>** List some reasons why people doubt or do not believe in humans causing climate change. **<u>Advanced</u>** *"I just don't believe that climate change is caused by humans. There's nothing in the news I read and watch which can convince me otherwise. The Earth's temperature and weather changes all the time, and it always has done. Why are some people now saying it's caused by human activity? Where's the evidence? It doesn't look like anything's changed to me"* Write a response to this person presenting evidence that shows humans are contributing to climate change.

		• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Human processes	**To know some effects of climate change on people at home and abroad.** Scientists warn about how climate change may affect people in the future and they are also identifying ways in which it is affecting people around the world right now. Use the slides here to present ways in which climate change is already affecting people, discussing these and probing children on their understanding: *heatwaves *coastal flooding *droughts People and Planet Slide2.pdf Also share with pupils the slides about the droughts in Syria and the wider implications this has had. Climate change doesn't just cause the above effects but can even impact on things like war, migration etc. BBC One - Climate Change - The Facts, Climate Change – The Facts in 4 minutes Share further effects of climate change by showing the video above. Show children the diagram below outlining some of the key effects of climate change on people. Can the children take one of the captions / labels and add more detail to it using the information gained in today's lesson.  	**Basic / Advanced** Stuck the diagram from the main input on to a larger sheet of paper and children should expand and add detail to the basic labels given. e.g. where it says 'droughts' – they should aim to add more from what they have learnt as to why climate change is causing droughts and examples of where this has been very prevalent.

Diversity	To know about some key individuals who are highlighting climate change and the impact they are having. Greta Thunberg Powerpoint (teacher made) - Twinkl Who is Greta Thunberg? | Newsround Brazil election: Marina Silva's Amazon jungle upbringing - BBC News Environmental Hero: Marina da Silva We have spent some time recognising that climate change is a serious issue and that it is causing negative effects around the world but who is actually working to do anything about this? Do the children know any significant people who are environmental activists and who are working to ensure that action is taken to stop climate change from happening? Collect children's ideas and see who they know about. There are many individuals out there focusing on this but we're going to focus on 2 significant individuals today – Greta Thunberg and Marina Silva. Show photos of these women - have the children heard of them? Do they know what they have done? Share key information about each person using the resources above making sure to cover:- *Greta started to learn about climate change when she was 8 in school. She then refused to travel anywhere by aeroplane as the pollution contributes to climate change. *In 2018, Sweden had a record heatwave. Greta decided something needed to be done so began a 3 week protest outside the Swedish parliament displaying a banner saying 'school strike for climate.' *Each week more and more people joined her and she got a large following on social media. *Greta decided to continue to protest and refused to attend school every Friday in order to get the government's attention. She encouraged other pupils to do the same. More than 20,000 students joined her mission *In 2019, Greta made a speech at a climate event in front of many of the world's leaders. She was brave and said to them "you have stolen my dreams and my childhood with your empty words and promises." She even said to them "how dare you!" *Greta is also autistic but calls this her greatest superpower. She is a role model not only because she has got many young people aware of climate change but also to show that being neurodivergent does not need to hold you back. *Marina Silva was Brazil's environment minister and even ran for president in 2018. *She was born into a rubber tapping community in the Amazon rainforest and grew up illiterate not being able to read or write until she was 16 because she was unable to go to school		**Basic** What was Greta Thunberg's school protest? **Advanced** Choose Greta Thunberg or Marina Silva. Explain why they have made an impact on highlighting climate change and why their work has been so important.

	*Whilst minster of environment she has managed to reduce deforestation by 60% and has set up the Amazon fund which supports the conservation of the environment *She is the winner of the Goldman Environmental Prize for South & Central America and was declared a Champion of the Earth by the United Nations Environment Program. *Because of her work, Brazil now has some of the strictest environmental laws. *She is a role model to show that even facing difficulties in childhood, you can still achieve anything and make a difference if you put your mind to it.		
 	**To know about 'green' careers and how businesses are taking responsibility for protecting the environment.** We can all do our bit to protect the environment. Some people may even grow up to make this become their job. What 'green' jobs can the pupils think of? There are people who work for environmental charities or groups. These groups work to improve the environment by campaigning for better laws, protesting against people and organisations who harm the environment, doing research to better understand environmental issues or organising projects which will improve the environment. More and more, businesses are being encouraged to have a plan for how they reduce the impact of their work on the environment and how they can make their businesses more 'green.' Create a scale in the classroom with strongly agree at one end and strongly disagree at the other end. Show the following statements and ask the children to come and stand where on the line they think:- *Businesses should pay a tax based on how much they pollute the environment. The more they pollute, the more they pay. *If businesses accidentally damage the environment (oil tanker spills or chemical leakage for example) they should receive big fines or be stopped from trading altogether. *Businesses should be left to decide for themselves what they will do to be more environmentally friendly. *Employees should be expected to try and reduce waste and save energy. *Businesses will be more successful if they do more to protect and improve the environment. Invite some visitors from the careers spreadsheet – those who own businesses or work for large companies. The children should 'interview' them about what their organisation does to take responsibility for protecting the environment and being a 'green' company.		**Basic / Advanced** Pupils should report their findings from the interviews taken part in the lesson demonstrating how businesses are taking responsibility for their role in protecting the environment.

 Diversity	**To know that some environmental campaigners use controversial methods and this can impact on support for the cause.** Most people agree that climate change is something we need to act upon and most people are willing to make changes to try and do this. Last lesson, we learnt that there are environmental groups who campaign to protect the environment. One of these groups is called "Just Stop Oil." They are an environmental group who want the UK to stop approving new fossil fuel projects which are a major cause of climate change. It wants action and for people to listen but the way in which they get attention often causes controversy. They first gained prominence by shutting down major roads by standing in a line across them, stopping the traffic moving past. This caused widespread disruption with reports that they prevented traffic who were trying to take people to hospitals because they needed help. Following this, they have also done several high profile activities:- • Sprayed orange power paint on Stonehenge (a History site) • Threw tomato soup over Van Gogh's painting the sunflowers. • Threw orange powder over the snooker table at the World Championships • Threw orange powder paint over gardens people had worked to create for the Chelsea flower show Show children suitable photos / videos of the above. Their campaigns have had various opinions – some people think that it's making people talk more about climate change and therefore they are gaining attention which is a good thing. Other people think they are actually making people more unsupportive of their cause because they are disrupting people's lives and damaging important pieces of history and culture. What do the children think about what they have learnt about Just Stop Oil? Are they going about their campaigning in the right way? Could they suggest other ways they could get people to listen to their views?		**Basic** What is a 'protest?' **Advanced** Explain your view on whether Just Stop Oil protests are supporting people's view on tackling climate change or whether it is damaging public support. Justify your response using what you have learned in the lesson.
Review project question: Can an individual protect the planet?			