

**Marriott Primary School
Geography Curriculum**

At Marriott we provide a Geography curriculum that motivates children to find out about the world around them as well as their place in it. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. The Geography National Curriculum aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes (DfE, 2013). There is a focus on locational and place knowledge as well as geographical skills such as using maps, atlases and globes. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. We want our children to be global citizens who show respect for other cultures and environment. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

On entry to the EYFS, our strengths come with our EAL children who often arrive with a wider understanding of the world and experiences that help them make good progress. On entry to the EYFS, our children's main barriers are a lack of life experiences and understanding of not only their local area but their country and places further afield. Many of the children will have not left the area or city before, let alone explored their local surroundings. During discussions with the children, it is evident that there are a lack of books at home and conversations or opportunities which lend themselves to the wider country or world. In all subjects, children demonstrate a limited vocabulary compared to other children in more affluent communities. Children struggle to ask questions and link new learning to what they have learnt before. The majority of our parents do not have higher education qualifications and themselves are nervous of helping their children with school work. The school strives to instil within the children a sense of wonder, enthusiasm for learning and to question the world around them and the role they can play within it.

Goals for the children

By the end of Year 6, we want to stimulate our children's interest in their surroundings and wider world and give them the confidence to travel and explore not only their city, but their country and the world. We want our children to understand other cultures and know what it means to be a positive citizen in a multi-cultural country. We want to motivate our children to learn more about the world and foster a sense of curiosity and wonder at the beauty of the world around them. Add in about distinguishing bias

Research

-Geography underpins a lifelong conversation about the earth as the home of humankind- Geography Association- www.geography.org.uk/GA-Manifesto-for-Geography

-You can travel the seas, poles and deserts and see nothing. To really understand the world you need to get under the skin of the people and places. In other words, learn about Geography. I can't imagine a subject more relevant in schools. We'd all be lost without it- Michael Palin

Why Geography matters

Stephen Scoffham & Paula Owens (Teaching Primary Geography (2017) state three reasons for why it is important we teach Geography; our rapidly changing world, learning about places and shared values. Teaching Geography is so important currently as we live in a time when our Earth is changing rapidly, faster than any other time in recorded history. More than ever before, we are educating children at a time when there is great uncertainty about what the future holds. The future of every place on this planet is the central concern of geography education; even Earth's wildest places are affected by human influence and this impact needs mediation in order to be positive and sustainable. Geography education can help us show children how they can contribute to building a better world, a world in which co-operation, fairness, sensitivity and kindness to each other and the environments that sustain us become our guiding values. The overwhelming evidence of damaging ecological, environmental and social stresses make this an agenda that simply cannot be ignored (Scoffham and Barnes-Teaching Geography Creatively 2017)

Other ideas: Why Geog matters- Stephen Scoffham & Paula Owens (Teaching Primary Geography (2017)- geographical perspectives offer a uniquely powerful way of seeing the world

- unless we grasp how the world works and how we fit into it, we leave ourselves exposed to unnecessary uncertainty and risk
- share spaces and places with others as we live our lives, making meaning as we go and leaving a mark on the world in various ways
- Geography helps us explore our identity and how we relate to others
- it is a fundamental part of our psyche

****UK students who study geography, along with students of psychology, are the most likely to find employment when they graduate****

How create Geog curriculum

As stated in Mary Myatt's recent book (The Curriculum: Gallimaufry to Coherence (2018), knowledge organisers will be used in Geography to set out the key concepts and knowledge for units and make individual lessons more effective and efficient. The Geography

curriculum at Marriott has been organised to allow for regular opportunities to revise and revisit previous learning from a lesson, a unit and a year group as research shows children's progression is not linear but is more like a spiral that allows for revisiting and consolidation (Stephen Scoffham & Paula Owens (Teaching Primary Geography- 2017)

Other ideas:-Mary Myatt (The Curriculum: Gallimaufry to Coherence (2018)-pupils need to be taught about the big picture and canvas in which they can locate the particular

-Students can be expected to know the locations of places they are studying and its significance. If this is done for every unit of work, they will gradually build up meaningful contextual knowledge-

www.geography.org.uk/download/ga_prmghwhatmakesageographylessongood.pdf

-Bonnett 2008- need to provide children with twin pillars of modern geography: environmental and international knowledge

-Ofsted 2011- children need to develop both core knowledge and a sense of place

-Read your way around the world-national geographic

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
----------	------------	--------------	-----------------	---------

Geography progression of Skills EYFS

Foundation 1	
Autumn 1- All About Me- Settling in	UTW:
Key Vocabulary	<p><i>Use all their senses in hands on exploration of natural materials.</i></p> <p>C & L:</p> <p><i>Understand simple questions about 'who', 'what' and 'where'</i></p>
Autumn 2- The magic of 3 and celebrations	UTW:
Key Vocabulary	<p><i>Use all their senses in hands on exploration of natural materials.</i></p> <p>C & L:</p> <p><i>Understand simple questions about 'who', 'what' and 'where'</i></p>
Spring 1 – All Creatures Great and Small-Winter	Maths:
Key Vocabulary	<i>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</i>
Spring 2- All Creatures Great and Small-Spring	Maths:

Key Vocabulary	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
Summer 1- Where does my food come from?	UW:
Key Vocabulary	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Summer 2- Transport and journeys	UW:
Key Vocabulary	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see, using a wide vocabulary.</p>

Foundation 2	
Autumn 1- All about me/superheroes	C & I:
Key Vocabulary	<p>Begin to ask questions.</p> <p>UTW:</p> <p>Explore the natural world around them.</p>
Autumn 2- People who help us	UTW:
Key Vocabulary	Describe what they see, hear and feel whilst outside.
Spring 1- Traditional tales-Gingerbread Man and Jack and the Beanstalk	C & I:
Key Vocabulary	<p>Asks questions to find out more.</p> <p>UTW:</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
Spring 2- Dinosaurs	UTW:
Key Vocabulary	Recognise some similarities and differences between life in this country and life in other countries.

	<i>Draw information from a simple map.</i>
Summer 1- New life (animals and plants)	UTW:
Key Vocabulary	<i>Understand that some places are special to members of their community.</i>
Summer 2- Ahoy There- on and under the sea	C & I:
Key Vocabulary	<i>Listen to and talk about non-fiction books.</i>

Geography Progression of skills Year 1

Autumn 2- What is the Geography of where I live?		The 4-6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Significance- important to them		
Locational Knowledge	To find where they live on a map of the UK.	Vocabulary: city, right and left, local Key Facts/ Concepts: They live in Leicester. Leicester is a city in England. When we look at something from above we call this an aerial view. Maps give us information about places. In our local area, there are houses, shops, a park, schools, a library and roads.
Place Knowledge	To explore and discover the interesting features of the local environment. To start to explain what makes our locality special.	
Human and Physical Geography	To name the human features of the local area e.g. shop, house, park, schools, library and roads.	
Geographical Skills and Fieldwork	To look at the school and its grounds. To look at the key physical and human features of the local area. To create an aerial photograph of the classroom. To draw simple outline map and use directional language e.g. near, far to describe the location of features on the map. To add simple symbols to maps.	
Spring 2- How does the weather affect our lives?		Vocabulary: sleet, fog, hail, season
Focus Themes: Conflict- differences between seasons, peoples own opinions and how it affects our feelings		
Locational Knowledge	To identify the four countries making up the United Kingdom. To name and locate some of the world's continents and find them on a map, globe and atlas- Europe.	
Place Knowledge	To identify seasonal and daily weather patterns in the UK	Key Facts/ Concepts: England, Scotland, Northern Ireland and Wales make up the United Kingdom. We have four seasons in the UK: spring, summer, autumn and winter.

<p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To answer questions about the weather. To keep a weather chart. To plan and perform and weather forecast for the United Kingdom.</p> <p>To use maps, atlases and globes to identify the UK and its countries.</p>	<p>Our weather is warmer during the spring and summer.</p> <p>Colder weather comes in autumn and winter.</p>
<p>Summer 2- Why can't a meerkat live in the North Pole?</p>		<p>Vocabulary: hot, cold, North pole, South pole, ocean</p>
<p>Focus Themes: Success- animals adapted to hot/cold places</p>		<p>Key Facts/ Concepts:</p>
<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To name some of the continents of the world and find them on a map, atlas and globe- Antarctica, Asia, Australia, North and South America. To name and locate some of the world's oceans.</p> <p>To talk about the different places animals live in around the world.</p> <p>To point out where the equator, North Pole and South Pole are on a globe or atlas. To explain where hot and cold countries are located in the world. To understand how the location of hot and cold countries affects the different animals that live there.</p> <p>To use maps, atlases and globes to identify countries and continents around the world.</p>	<p>The world is split into 7 continents.</p> <p>The world has 5 oceans.</p> <p>The Equator is an imaginary line around the middle of the Earth.</p> <p>Life can be very different in hot and cold places.</p> <p>Animals that can live in cold places are polar bears, penguins and brown bears.</p> <p>Animals that can live in hot places are meerkats, orangutans and alligators.</p>

	<p>To use compass directions North, South, East and West to describe location of features.</p> <p>To use aerial photography to recognise landmarks and basic human and physical features.</p>	
--	---	--

Year 2

Autumn 2- How does Masai Mara Nature Reserve compare with Bradgate Park?		The 4-6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Inequality- tourists and Masai Mara people living in harmony		
Locational Knowledge	To name all seven of the world's continents and find them on a map, atlas and globe. To name the world's five oceans and find them on a map, atlas and globe.	Vocabulary: key, landmarks, geography, landscape, continents, Key Facts/ Concepts: The names of the seven continents are Europe, Asia, Africa, Oceania/Australasia, Antarctica, North America and South America. National Forests and reserves can be different in different parts of the world. At Bradgate Park we can find deer, bats and the yellowhammer bird. At Masai Mara Nature reserve we can find lions, elephants, rhinos, leopards and buffalo. Both have rivers and streams and bushes. Masai Mara has camps and lodges so people can stay but you can only visit Bradgate Park.
Place Knowledge	To describe similarities and differences between the human and physical geography of Bradgate Park and Masai Mara Nature Reserve.	
Human and Physical Geography	To describe the landscape of areas in UK and in Africa using vocabulary such as vegetation, hills and forests.	
Geographical Skills and Fieldwork	To use aerial photographs to identify landmarks and human and physical features of places in the UK and around the world. To use maps, atlases and globes to identify countries and continents around the world- UK in Europe and Kenya in Africa. To use basic symbols in a key to locate physical and human features on a map. To use compass directions North, South, East and West to describe the location of features and routes on a map.	
Spring 2- What is special about the United Kingdom?		Vocabulary: countries, capital city, United Kingdom, seas, island, rural
Focus Themes: Significance- personal geography, important place where they live		
Locational Knowledge	To name some of the main rivers, mountains and landmarks in the UK.	
		Key Facts/ Concepts:

<p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To name the capital cities of England, Scotland, Northern Ireland and Wales.</p> <p>To name the surrounding seas of the United Kingdom.</p> <p>To identify where significant places are located in the United Kingdom.</p> <p>To describe some places in different countries of the UK and talk about some similarities and differences.</p> <p>To name the key human and physical features of the countries of the UK including mountains, valley and river.</p> <p>To understand the UK is made up of Islands.</p> <p>To use maps, atlases and globes to identify the United Kingdom, its countries and its surrounding seas.</p> <p>To use aerial photographs to identify landmarks and human and physical features of the UK.</p>	<p>London is the capital city of England. Cardiff is the capital city of Wales. Edinburgh is the capital city of Scotland. Belfast is the capital of Northern Ireland.</p> <p>The seas surrounding the United Kingdom are Irish Sea, North Sea, Atlantic Ocean and English Channel.</p> <p>In England, there are important buildings such as the Houses of Parliament and large rivers such as Lake Windemere.</p> <p>In Wales, there are many mountains and valleys.</p> <p>In Scotland, there is a loch called Loch Ness.</p> <p>In Northern Ireland, there is a famous rocky area called the Giant's Causeway.</p>
<p>Summer 2- Why do we love to be beside the seaside?</p>		<p>Vocabulary: cliff, coast, harbour, seaside, port, beach</p>
<p>Focus Themes: Inequality- difference between living in different places e.g. beach/city etc.</p>		<p>Key Facts/ Concepts:</p>
<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p>	<p>To name coastal areas of the UK and their surrounding seas.</p> <p>To describe the human and physical features of the seaside including beach, cliff, coast, sea, port, harbour and shop.</p>	<p>The five oceans are Atlantic, Pacific, Indian, Arctic and Southern.</p> <p>Towns are often bigger than villages and more people live there.</p>

<p>Geographical Skills and Fieldwork</p>	<p>To talk about the different types of environments that people can visit and describe what they are like (town, village, seaside)</p> <p>To use atlases and maps to look at coastal areas in the UK.</p>	<p>The coastline around the UK is where you can find seaside resorts.</p> <p>Beach, sea and cliffs are physical features you find at the seaside.</p> <p>Harbour and shops are human features you find at the seaside.</p>
--	--	---

Year 3

Autumn 2- Why would you want to visit Leicester and the East Midlands?		Around 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Success- good things about Leicester.		
Locational Knowledge	To locate and name the countries making up the British Isles. To name and locate counties and cities in/around East Midlands.	Vocabulary: human, physical, county, urban, region, feature Key Facts/ Concepts: Leicester is a city in the East Midlands. In the East Midlands, other cities include Nottingham and Derby. In Leicester, there is a cathedral, railway station, town hall, clock tower and King Power football stadium. Leicester has changed over time for example the clock tower had tram lines around it but is now pedestrianised. Leicester is the largest city in the East Midlands and Nottingham is the largest urban area. The 8 points of a compass are North, North-East, East, South-East, South, South-West, West, North- West.
Place Knowledge	To look at the physical and human geography of cities within the East Midlands.	
Human and Physical Geography	To describe human and physical features of Leicester. To describe how Leicester has changed over time.	
Geographical Skills and Fieldwork	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To learn the eight points of a compass. To learn 2 figure grid reference. To learn some basic symbols and key (including the use of a simplified Ordnance Survey map) to build knowledge of the East Midlands and UK. To use fieldwork to observe and record the human and physical features in Leicester using a range of methods including sketches.	
Spring 2- Where would you prefer to live; Lazio or the East Midlands?		

Focus Themes: Significance- things that are significant to them to make this choice.		Vocabulary: Europe, location, climate, time zone, river, compass Key Facts/ Concepts: Italy is a country in Europe. Lazio is a region in Italy and Rome is in this region and is the capital city of Italy. Italy has a subtropical climate and is warmer and drier than England. Rome and Leicester both have large rivers running through them with the river Tiber and the river Soar. The Colosseum can be found in Rome. The time zone is Italy is one hour ahead of the UK.
Locational Knowledge	To name and locate some capital cities of Europe. To use maps, atlases and globes to locate countries of Europe and describe features. To recognise the different time zones in Europe.	
Place Knowledge	To look at similarities and differences between East Midlands and Lazio.	
Human and Physical Geography	To describe human and physical features of Lazio and Rome. To describe the climate and weather in Italy.	
Geographical Skills and Fieldwork	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To learn the eight points of a compass. To learn 2 figure grid reference. To learn some basic symbols and key (including the use of a simplified Ordnance Survey map) to build knowledge of the UK.	
Summer 2- What makes the earth angry?		Vocabulary: natural disaster, volcanoes, tectonic plates, eruption, magma, lava Key Facts/ Concepts Some natural disasters are earthquakes, tornadoes, tsunamis and volcanic eruptions. The Earth's crust is made of layers which float on molten rock.
Focus Themes: Conflict- impact of natural disasters		
Locational Knowledge	To identify the Northern and Southern hemispheres and talk about how they are different and why they are important. To name and locate some Northern/Southern hemisphere countries.	
Place Knowledge		

<p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To look at the causes and effects of volcanoes and earthquakes. To describe and explain the processes that cause natural disasters. To understand the negative and sometimes positive impact of natural disasters.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries of the world that have major volcanoes and describe features studied.</p>	<p>When the pressure builds up inside a volcano, the magma reaches the surface and a volcanic eruption occurs.</p> <p>The Earth is split into two halves called the Southern and Northern Hemispheres.</p> <p>An earthquake is a sudden movement or trembling of the earth's tectonic plates causing the ground to shake.</p>
--	---	---

Year 4

Autumn 2- How has land-use changed and what will it be like in the future?		Around 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Conflict- disagreements/climate change/ negative impact of farming		
<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To name and locate counties and major cities of the UK. (Link with history) To compare land use maps of UK from past with the present looking a similarities and differences.</p> <p>To identify rural and urban areas in the UK. To describe land use in urban and rural areas in the UK. To explain what most rural land is used for in the UK. To explain why an area is suited to crop or livestock farming.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To learn the eight points of a compass. To learn 4 figure grid references. To learn some basic symbols and key (including the use of a simplified Ordnance Survey map) to build knowledge of the UK. To 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. To use digital mapping to identify different kinds of land use on maps.</p>	<p>Vocabulary: land use, urbanisation, farming, forest, protected, regions, settlements</p> <p>Key Facts/ Concepts:</p> <p>A long time ago, most of the land in Britain was covered in forest. Today, only around 10% of the land is forest.</p> <p>Land can be used in different ways including housing, farming, business and factories.</p> <p>Some land is unsuitable for building on or protected, for example in national parks.</p> <p>In rural spaces there can be farming, housing and business.</p> <p>In urban spaces there can be housing, factories and transport.</p> <p>Land use in farming has not changed much in 60 years with the same areas of land being used for the same reasons.</p>

		<p>Due to changes in technology, farming looks very different to 60 years ago.</p> <p>Farming will need to change in the future because the population is increasing.</p>
Spring 2- What would it be like to live near a mountain range?		<p>Vocabulary: peak, valley, gradient, mountain range, continental plate, fold mountains, collide, mountain</p> <p>Key Facts/ Concepts:</p> <p>Some mountains are found in groups called ranges and others are isolated summits.</p> <p>The highest peak above sea level in the world is Mount Everest in the Himalayas mountain range.</p> <p>However, the tallest mountain base to height is Mauna Kea.</p> <p>Other large mountain ranges include the Rocky Mountains, the Andes, the Alps and the Himalayas.</p> <p>Mountains in the UK include the Pennines, Ben Nevis, Snowdon and Scafell Pike.</p>
Focus Themes: Inequality- country with lots of mountain ranges can cause difficulties etc.		
<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To locate key areas of higher ground in the UK.</p> <p>To locate key mountain ranges around the world and name the country they are found in.- The Rocky Mountains, The Alps, the Himalayas, Mount Kilimanjaro.</p> <p>To describe the key features of a mountain range.</p> <p>To explain how different types of mountains are formed.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use a map to find and describe key features of the mountains.</p> <p>To use the eight points of a compass.</p> <p>To use 4 figure grid references.</p>	

		<p>The weather on a mountain is different depending on where the mountain is.</p> <p>The temperature on mountains becomes colder the higher you go and they have wetter climates than flatter ground.</p> <p>Tourists visit mountain ranges which can support the economy however living near mountains can be very isolating and make it difficult to travel.</p>
<p>Summer 2- What is life like in the Amazon?</p>		<p>Vocabulary: deforestation, rainforest, equator, tropic of Cancer, tropic of Capricorn, tropics, Northern Hemisphere, Southern Hemisphere</p>
<p>Focus Themes: Significance- impact of continuing to cut down forests</p>		
<p>Locational Knowledge</p>	<p>To locate South America on a map and name some of the main countries in South America including Brazil and Chile. To locate the different environmental regions of the countries and key physical and human characteristics. To locate the Amazon rainforest using maps. To locate the equator and talk about its significance. To identify the time zones of countries in South America.</p>	<p>Key Facts/ Concepts:</p> <p>South America is a diverse continent meaning the climate and physical geography differ.</p> <p>South America contains 12 countries including Argentina, Chile and Bolivia.</p>
<p>Place Knowledge</p>	<p>To understand geographical similarities and differences through the study of Brazil and East Midlands To compare the climate of Brazil with that of UK.</p>	<p>Most of Brazil is 3 hours behind Greenwich Mean Time (GMT-3).</p>
<p>Human and Physical Geography</p>	<p>To know some features of a rainforest biome To describe the physical geography of Brazil. To describe the human geography of Brazil.</p>	<p>Chile is 4 hours behind Greenwich Mean Time (GMT-4).</p>

<p>Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate Brazil and the Amazon rainforest.</p> <p>To use maps and digital/computer mapping to locate urban and rural areas.</p>	<p>Some main cities in Brazil are Rio de Janeiro and Sao Paulo.</p> <p>Brazil has a huge rainforest called the Amazon Rainforest.</p> <p>The Amazon Rainforest is the world's largest tropical rainforest. It is an important physical feature because the trees keep carbon within them and release oxygen into the atmosphere.</p> <p>The rainforest is connected by the Amazon river which is one of the longest rivers in the world.</p>
--	---	--

Year 5

Autumn 2- Why would you travel to the Lake District?		Around 10 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Conflict-positive and negative impact of tourism		
Locational Knowledge	To locate East Midlands and the Lake District/Cumbria on a map and name and locate some of the cities within them.	Vocabulary: population, tourism, human geography, physical geography, lake, National Park, hills, economy, grid reference Key Facts/ Concepts: East Midlands is a region containing 5 counties called Leicestershire, Lincolnshire, Northamptonshire, Derbyshire, Nottinghamshire and Rutland. Cumbria is a county in North West England. Cumbria and East Midlands both have similar human geography but the distribution of rural and urban areas differ. Cumbria is mostly rural and contains the Lake District National Park which is a UNESCO world heritage site. The Lake District is the largest and most visited of the 13 national parks in England and Wales.
Place Knowledge	To look at similarities and differences between Cumbria and the East Midlands.	
Human and Physical Geography	To describe the mountains and lakes in the Lake District.	
Geographical Skills and Fieldwork	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To use the eight point compass points to describe a location on a map. To use a compass direction to find a location on a map. To use the eight point compass points to describe a location relative to another place. To use 6 figure grid reference. To 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.	

		<p>People visit the Lake District to see the beautiful mountains and valleys.</p> <p>Tourism brings in lots of money to the Lake District. This improves public transport, tourists spend money and local jobs are created.</p> <p>The environment can be damaged by tourists and the jobs created are often seasonal.</p> <p>Much of Cumbria is mountainous.</p> <p>The Lake District contains the deepest and longest lakes in England.</p>
<p>Spring 2- Which biomes could we survive in?</p>		<p>Vocabulary: biome, climate zones, vegetation belts, ecosystem, habitat, environmental, diversity, climate change</p>
<p>Focus Themes: Success- each biome how animals have adapted/ continue to look after our planet</p>		
<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and Physical Geography</p>	<p>To locate different biomes in the world using maps to focus on Europe and North and South America.</p> <p>To name the biomes on Earth and describe where some of them can be found.</p> <p>To describe the features of the different biomes.</p> <p>To describe the climate zones of each biome.</p> <p>To talk about the vegetation that you can find in each biome.</p>	<p>Key Facts/ Concepts:</p> <p>What lives in each biome depends on the climate of an area and how fertile the soil is.</p> <p>The animals in a biome depend upon plants for food.</p> <p>Biomes can be found on land but also in seas and oceans.</p>

<p>Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>There are 5 main biomes in the world called tundra, forest, grassland, desert and aquatic.</p> <p>The tundra is the coldest of all biomes and can be found in high mountain areas.</p> <p>There are different types of forests including tropical, deciduous and coniferous forests.</p> <p>Grasslands create open landscapes which are used for farming.</p> <p>There are deserts in every part of the world apart from Europe.</p> <p>Aquatic biomes include freshwater biomes such as lakes and saltwater biomes found in seas and oceans.</p> <p>Some biomes are being damaged and climate change is affecting all biomes.</p>
<p>Summer 2-Are we damaging our world?</p>		<p>Vocabulary: mineral, abundant, scarce, shared resources, renewable, non-renewable, imported, sustainability, finite</p>
<p>Focus Themes: Playing my part- looking after our planet e.g. recycling, not wasting things.</p>		<p>Key Facts/ Concepts:</p>
<p>Locational Knowledge Place Knowledge</p>	<p>To locate and name counties and cities in England, looking at natural resources and where they are sourced and why.</p>	<p>People depend on the Earth's resources in order to survive.</p>

<p>Human and Physical Geography</p>	<p>To identify Britain's natural resources and explain how they are used. To understand how natural resources are used to produce energy. To identify clean and renewable sources used to produce energy. To understand the positives and negative impact of using different renewable energy sources.</p>	<p>Natural resources are things that are found in nature that we can use.</p> <p>Some natural resources are scarce such as gold, diamonds and water while others are abundant such as wind.</p> <p>Natural resources are distributed unevenly between countries and regions.</p>
<p>Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>There are many other resources which are natural and of use to us including sunshine, rivers, forests and wind.</p> <p>Use of some natural resources can harm the environment such as burning coal for energy. However, there are renewable energy sources such as wind.</p> <p>In the future, we may need to use more renewable energy sources to look after our planet.</p> <p>Some minerals can be transformed into substances such as sand into glass and concrete.</p> <p>Some natural resources need to be imported due to local limitations e.g. bananas from Brazil and grapes from South Africa.</p>

Year 6

Autumn 2- What is the aim of the Fairtrade movement?		Around 12 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: equality- difference in pay/how people are treated/opportunities Success (global trade)		
Locational Knowledge	<p>To identify locations of some global companies and recognise they trade in countries all over the world.</p> <p>To use maps and atlases to locate the source of a range of food products.</p> <p>To use maps and globes to locate more and less developed countries.</p> <p>To locate the countries that the UK export goods to.</p> <p>To locate continents and countries using a digital world map to determine what each country's highest-value export is.</p>	<p>Vocabulary: trade, global, globalisation, import, export, global supply chain, fairtrade, trade links, most profitable export, barter, goods, shipping route</p> <p>Key Facts/ Concepts:</p> <p>In the past goods and skills were exchanged on a local scale within communities.</p> <p>Due to improvements in technology, transport and communications trade is now done on a global scale.</p> <p>The climate and limited space to grow food means we have to import some food to the UK.</p> <p>Manufactured goods go through stages of production that occur at different locations around the globe.</p> <p>The UK is a more developed country and exports valuable manufactured goods.</p>
Place Knowledge		
Human and Physical Geography	<p>To understand how in the past distance and bodies of water prevented trade from happening at an international scale.</p> <p>To describe how natural resources and climate determine where our food comes from.</p> <p>To understand how and why trade has become increasingly global.</p> <p>To understand how trade connects different countries and their populations.</p> <p>To describe the type of goods UK export and the trade links we have.</p>	

Geographical Skills and Fieldwork	<p>To explain how trading has changed through history. To explain the global supply chain. To understand how global trade affects the lives of workers in less economically developed countries.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and calculate the distance travelled by products using map scale. To use research and enquiry skills to discover more about trade through time, picking out key points and recording. To use 6 figure grid references to read maps and eight points of a compass. To use maps to show the UK's trade links with other countries.</p>	<p>Producing fairtrade products helps people get out of poverty and it ensures that workers receive a fair price for their work.</p> <p>The physical geography of a country determines what it can produce and export.</p> <p>Natural resources, bodies of water and climate effect what a country can export.</p> <p>Trade is unfair when farmers receive little money while the companies selling the product receive a lot of money.</p>
Spring 2- Why would you want to visit North America?		<p>Vocabulary: time zones, longitude, latitude, prairie, Rocky Mountains, tundra, state</p> <p>Key Facts/ Concepts:</p> <p>North America is the third largest continent in the world.</p> <p>Due to the size of the continent, the landscape in North America is extremely varied including mountains, rainforests and deserts.</p> <p>There are 23 countries in North America.</p>
Focus Themes: Significance- impact of climate zones		
Place Knowledge	<p>To locate North America on a map and name/locate some of the main countries. To identify the main environmental regions in these countries. To identify key physical and human characteristics and some major cities in these countries. To use latitude and longitude to describe where places in North America are. To identify the different time zones in North America.</p> <p>To understand geographical similarities and differences through the study of North America and UK.</p> <p>To describe the climate of North America.</p>	

<p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork</p>	<p>To describe the physical and human geography of parts of North America.</p> <p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>The countries of North America can be split into two groups; those on the mainland of the continent and those in the islands off the coast.</p> <p>The largest countries in North America are the United States of America and Canada.</p> <p>Some of the biggest cities in North America are Mexico City, New York and Los Angeles.</p> <p>Human features in North America include Panama canal and Hoover Dam.</p> <p>Physical regions in America include mountains, plains and a number of islands.</p> <p>North America has lots of climate zones. Some of the warm climate zones are the Caribbean and some of the arctic climates are Canada and Alaska.</p> <p>All the countries in North America have time zones which are behind Greenwich Meridian Time.</p> <p>Longitude and latitude help us to locate where a place is in the world.</p>
--	---	--

Spring 1- How does water go around and around?		Vocabulary: evaporation, condensation, precipitation, mouth, source, erosion, transportation, deposition, tributaries, river, channel, meander Key Facts/ Concepts: The sun heats up water on land and turns it into water vapour, which rises into the air. Water vapour in the air cools down and turns back into liquid water droplets. When the clouds get heavy, the water falls back to the ground as rain, snow, sleet or hail. Rain water runs over the land and collects in lakes or rivers, which take it back to the ocean. The source of a river is usually found in high places such as hills or mountains. Rivers are important because they shape the landscape through erosion, transportation and deposition. There are many rivers in the UK; the river Severn is the longest river.
Focus Themes: Playing my part- conserving water/ not wasting water		
Locational Knowledge	<p>To name and locate the key topographical features of rivers in the UK.</p> <p>To look at features of erosion and how rivers affect the topography of a landscape over time.</p> <p>On a word map and UK map look at areas covered by water.</p>	
Place Knowledge		
Human and Physical Geography	<p>To describe and understand key aspects of rivers.</p> <p>To describe the impact of rivers on human life and the impact of humans on rivers.</p> <p>To describe and understand key aspects of the water cycle.</p> <p>To understand the processes of the water cycle.</p>	
Geographical Skills and Fieldwork	<p>To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To 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.</p> <p>To observe rivers in the local area and use a range of methods to locate and record observations e.g. maps, plans and digital technologies.</p> <p>To use 6 figure grid references to read maps and eight points of a compass.</p>	

		<p>Some rivers around the world are the Colorado in North America and the river Nile in Africa.</p> <p>In the past, cities were often built around rivers to support trade and travel.</p> <p>Rivers can be used by factories, for leisure activities such as fishing and can attract tourists.</p> <p>Fishing in rivers helps to control the fish populations but some species can be over fished.</p> <p>Tourists visiting rivers leads to rivers being looked after better but too many people can upset local wildlife.</p>
--	--	--