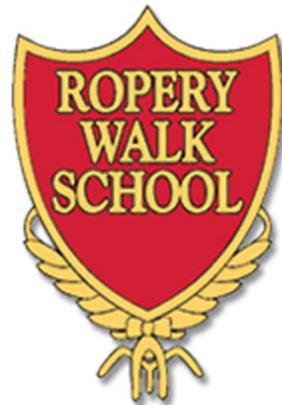


# Ropery Walk Primary School

## Geography Long Term Plan 2024-2025



## Geography Curriculum Overview

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<p style="text-align: center;"><b>Ourselves</b> Focus: understanding the world</p> <p style="text-align: center;"><b>Houses and homes</b> Focus: understanding the world</p>	<p style="text-align: center;"><b>Transport</b> Focus: understanding the world</p> <p style="text-align: center;"><b>Farms</b> Focus: understanding the world</p>	<p style="text-align: center;"><b>Mini beasts</b> Focus: understanding the world</p> <p style="text-align: center;"><b>Seaside</b> Focus: understanding the world</p>
<b>Year 1</b>	<p style="text-align: center;"><b>What is my place like?</b> <i>Home and school</i></p> <p>Focus: fieldwork and observational skills, basic maps</p>	<p style="text-align: center;"><b>What can I find in my corner of the world?</b> <i>Local area</i></p> <p>Focus: fieldwork and observational skills, basic maps, photograph use, geographical language</p>	<p style="text-align: center;"><b>What is my country like?</b> <i>UK countries, capitals and seas</i></p> <p>Focus: map skills, photograph use, basic atlas introduction</p>
<b>Year 2</b>	<p style="text-align: center;"><b>Why is my world wonderful?</b> <i>Simple world maps and features</i></p> <p>Focus: continents, oceans, mountains, rivers, directions, use of maps</p>	<p style="text-align: center;"><b>Holidays - Where shall we go?</b> <i>Place comparisons (geographical features)</i></p> <p>Focus: contrast area of UK and an area outside of the UK</p>	<p style="text-align: center;"><b>Wherever next?</b> <i>Location and journeys</i></p> <p>Focus: hot and cold places around the world, weather, compass directions</p>
<b>Year 3</b>	<p style="text-align: center;"><b>Why do we have cities?</b> <i>UK towns, cities and counties</i></p> <p>Focus: countries, land use, settlement, contrasting cities</p>	<p style="text-align: center;"><b>What can we discover about Europe?</b> <i>Europe's places, features and people</i></p> <p>Focus: land use, key human and physical features, locations</p>	<p style="text-align: center;"><b>We've got it all! Why is the North-East special?</b> <i>Local fieldwork (rivers and coasts)</i></p> <p>Focus: local area fieldwork, water cycle, rivers</p>
<b>Year 4</b>	<p style="text-align: center;"><b>Is the UK the same everywhere?</b> <i>UK physical geography</i></p> <p>Focus: hills, coasts, rivers, farms, industry, population</p>	<p style="text-align: center;"><b>Why does Italy shake and roar?</b> <i>Comparing a region in Europe</i></p> <p>Focus: physical and human characteristics, tectonics, comparison to North-East of England</p>	<p style="text-align: center;"><b>What happens when the land meets the sea?</b> <i>Local fieldwork (coasts)</i></p> <p>Focus: local area fieldwork, physical processes, coastal protection and management</p>
<b>Year 5</b>	<p style="text-align: center;"><b>What shapes my world?</b> <i>Processes and key features shaping places</i></p> <p>Focus: fieldwork, weather, water, tectonics, biomes, climate zones, human experiences</p>	<p style="text-align: center;"><b>Where could we go? Fantastic places</b> <i>Key locations and features of the world</i></p> <p>Focus: regions, Tropics of Cancer and Capricorn, hemispheres, time zones, longitude and latitude</p>	<p style="text-align: center;"><b>Where has my food come from?</b> <i>Origins of key foods</i></p> <p>Focus: trade links, natural resources, thematic maps, industry, farming, employment, fieldwork</p>
<b>Year 6</b>	<p style="text-align: center;"><b>Fantastic forests - Why are they so important?</b> <i>Vegetation, biomes and forest types</i></p> <p>Focus: world maps, biomes, forest types, rainforests, case study of South America, fieldwork</p>	<p style="text-align: center;"><b>Destination Sao Paulo! What do places have in common?</b> <i>Comparing a region in South America</i></p> <p>Focus: human and physical features, villages, cities, lifestyle, comparative writing</p>	<p style="text-align: center;"><b>Local area enquiry</b> <i>Developing a coherent approach to fieldwork</i></p> <p>Focus: local area fieldwork, creating enquiry questions, data collection, presenting and describing data</p>

# EYFS

	Early Learning Goals	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<b>Autumn 1</b>  <b>Ourselves</b>	<p><i>People, culture and communities</i></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><i>The natural world</i></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>This unit has a focus on personal geography. Children will learn about their immediate environment, including their home, family and school.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What are the 5 senses?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Exploring the 5 senses</li> <li>Changing seasons</li> <li>Describing the weather</li> <li>Describing home and local community</li> <li>Describing journey to school</li> <li>Using stories and pictures to talk about differences in life in other countries</li> </ul>	<p>senses seasons Autumn Winter Spring Summer local area</p>
<b>Autumn 2</b>  <b>Houses and homes</b>	<ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<p>In this unit, children will learn more about their own home and the homes of others. They will learn about changing seasons through exploring weather and planting seeds. Children will also have the opportunity to learn about different parts of the world through the exploration of festivals.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What are the 4 seasons?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Planting beans and observing growth</li> <li>Changing season</li> <li>Exploring how Remembrance Sunday, Diwali, Advent and Christmas are celebrated in different communities around the world</li> <li>Taking photographs of immediate and local environment</li> <li>Using Google Earth to find places around the world</li> </ul>	<p>house building home growth season world countries environment Earth festivals</p>
<b>Spring 1</b>  <b>Transport</b>	<p><i>People, culture and communities</i></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><i>The natural world</i></p>	<p>In this unit, children will learn about different types of transport that they may have seen or used. Children will also be introduced to direction through programming Bee-Bots.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you describe your journey to or from school?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Comparing similarities and differences between the celebration of Chinese New Year and Christmas across different places in the world</li> <li>Programming Bee-Bots to move in different directions</li> </ul>	<p>world countries celebrations direction Earth journey transport</p>

<p><b>Spring 2</b></p> <p><b>Farms</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<p>Children will learn about farms, including different types of farming and farm animals. Children will also learn about foods that come from farms.</p>	<p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• Looking at lifecycles of plants</li> <li>• Journey to school</li> <li>• Changing seasons</li> <li>• Fruit tasting</li> <li>• Exploring how Easter and Lent are celebrated in different parts of the world</li> </ul>	<p>Autumn Winter Spring Summer growth world farm land food</p>
<p><b>Summer 1</b></p> <p><b>Mini beasts</b></p>	<p><i>People, culture and communities</i></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><i>The natural world</i></p>	<p>In this unit, children are encouraged to think about their own beliefs and attitudes about the natural world, including how to take care of it. They will also make observations of minibeads in the school grounds.</p>	<p><i>Retrieval:</i></p> <ul style="list-style-type: none"> <li>• <b>How can we take care of our local environment?</b></li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• Exploring the lifecycle of a butterfly/frog</li> <li>• Conducting a mini beast hunt to find, name and sort mini beasts</li> <li>• Drawing and making observations of mini beasts</li> <li>• Taking care of the local environment</li> </ul>	<p>mini beast environment natural world environment care lifecycle change</p>
<p><b>Summer 2</b></p> <p><b>Seaside</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<p>This unit has a focus on fieldwork in the local area. Children will learn about Seaham beach and will compare and contrast with other coastal locations.</p>	<p><i>Retrieval:</i></p> <ul style="list-style-type: none"> <li>• <b>What might we see at the beach?</b></li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>• Fieldwork - exploring Seaham beach</li> <li>• Contrasting with other locations around the world</li> <li>• Changing season</li> <li>• Drawings and paintings of the beach after visit</li> <li>• Taking photographs of the local beach</li> </ul>	<p>beach coast sea sand Seaham town place England</p>

# Year 1

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>What is my place like?</b></p>	<p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to key physical features and key human features</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<p>This unit has a focus on local scale and builds on the outdoor experiences of EYFS. Children will develop knowledge about their locality and basic locational knowledge related to their school and homes and continue to make weather observations. Key terms for common features will be explained and used in annotations, discussions and writing and simple sorting of human and physical features will be introduced. The unit also has a focus on personal geography as children will consider how people and places interact by considering how places make them feel.</p> <p><i>Prior knowledge: local area, weather and use of simple maps and photographs.</i></p>	<p><i>Retrieval:</i></p> <ul style="list-style-type: none"> <li>What do I know already about my local environment?</li> <li>Which country do we live in?</li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>Using Google Earth - Where is our school in the world?</li> <li>Finding way around school with a simple aerial map</li> <li>Creating a base map of school and adding basic symbols</li> <li>Observing and collecting - What can we find in our playground?</li> <li>Recording and presenting weather patterns</li> <li>Designing a school playground</li> </ul>	<p>school</p> <p>home</p> <p>buildings</p> <p>location</p> <p>address</p> <p>land</p> <p>village</p> <p>house</p> <p>land use</p> <p>town</p> <p>city</p>

<p><b>Spring</b></p> <p><b>What can I find in my corner of the world?</b></p>	<p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features and key human features</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<p>In this unit, children build on prior learning from EYFS and Year 1 to further investigate the area around the school. Children will use aerial photographs and a simple map of the local area and add details. Fieldwork techniques are developed as children choose what to take a photograph of. Discussion of distance and location throughout this unit are important so that accurate vocabulary is modelled and used.</p> <p><i>Prior knowledge: local area near to school and use of simple maps and photographs.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Where is the school located?</li> <li>What do you know already about Seaham?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Using Google Earth to locate the school</li> <li>Labelling base map of the local area and describing what can be seen from an aerial view</li> <li>Fieldwork - What can we find in our local area?</li> <li>Following a simple map</li> <li>Creating a tally chart or emoji survey</li> <li>Using fieldwork information to explain findings</li> <li>Writing - What are the best things about my local area?</li> </ul>	<p>near far left right coast beach shop school settlement locality distance</p>
<p><b>Summer</b></p> <p><b>What is my country like?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to key physical features and key human features, including weather</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and</li> </ul>	<p>This unit enables children to locate the UK at different scales and reinforces locational language and the idea of distance. Locations of capital cities and some associations with basic landmarks, shown as photographs, supports the development of geographical knowledge. Key topographical features of the UK, including physical features such as hills, mountains, coasts and rivers are also introduced. Some regional landmarks are included to lay the ground work for KS2 knowledge about a region of the UK and to support sense of place.</p> <p><i>Prior knowledge: use of basic maps and photographs,</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Where is our school located?</li> <li>What is the weather like in the UK?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Describing what the UK looks like from space</li> <li>Finding the UK on different scale maps</li> <li>Building a map of the UK and adding capital cities and characteristics</li> <li>Adding key physical features to a base map of the UK</li> <li>Fieldwork- Is the weather the same everywhere in the UK?</li> <li>Locating and planning a journey to London (possible link to Katie in London by James Mayhew)</li> <li>Locating and planning a journey to Edinburgh</li> </ul>	<p>earth ocean sea coast land continent country island United Kingdom Wales Ireland Scotland England Northern Ireland capital city London Edinburgh Cardiff Dublin Belfast Dublin North Sea</p>

	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"><li>• use simple fieldwork and observational skills to study the geography of their school and its grounds</li></ul>	<p>location of the school and their homes, landmarks in the UK and knowledge of UK.</p>		<p>Atlantic Ocean The Channel Irish Sea North East South West</p>
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## Year 2

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>Why is my world wonderful?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to key physical features and key human features including mountains and rivers</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> </ul>	<p>This unit aims to build on the curiosity children have about the natural world, unfamiliar places, basic processes, habitats and landmarks. It focuses on identification of the 7 continents and 5 oceans of the world, use of simple compass directions and the idea of the Equator through introduction to some major human and physical landmarks of the world. Key vocabulary for geographers is introduced and a selection of country names and locations. Children will use aerial photographs, globes and atlases to develop their knowledge and to become more familiar with geographical information sources. There is a possible link to environmental issues, such as plastics in the ocean.</p> <p><i>Prior knowledge: location of the UK and the Earth from space, UK's surrounding seas, children's own knowledge of world geography, possible learning about habitats in Science or some reading of stories set in more distant locations.</i></p>	<p><i>Retrieval:</i></p> <ul style="list-style-type: none"> <li>What are the 4 countries and capital cities of the UK?</li> <li>What are some features of hot and cold places in the world?</li> </ul> <p><i>Activities:</i></p> <ul style="list-style-type: none"> <li>Using Google Earth to locate Seaham and UK</li> <li>Writing a luggage label with school address</li> <li>Making a map of a continent</li> <li>Finding the continental location of fictional characters in the world</li> <li>Identifying human and physical features</li> <li>Where are some of the world's most amazing places?</li> <li>Where are the wettest places in the world?</li> <li>Where are the highest places in the world?</li> <li>Writing - Where in my wonderful world would I like to go to?</li> </ul>	<p>Earth land continent ocean sea river city Equator Europe Asia Africa North America South America Australia Antarctica Arctic Ocean Atlantic Ocean Indian Pacific Southern Ocean</p>
<p><b>Spring</b></p> <p><b>Holidays - Where shall we go?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul>	<p>This unit builds on the local geographical place knowledge children have developed in</p>	<p><i>Retrieval:</i></p> <ul style="list-style-type: none"> <li>What do you know about Seaham beach?</li> </ul>	<p>United Kingdom North-East town</p>

	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to key physical features and key human features</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West)</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>KS1 so far, including the features of human and physical geography and the location of the UK and the world's continents and oceans. It provides an opportunity to look at the location of the Equator and the North and South Pole and deepens knowledge of the UK by looking at a small area and contrasting the area with a non-European country. The focus on comparison enables children to develop their knowledge about similarities and differences across human and physical Geography. This unit prepares children to look at the concept of place at a wider scale in KS2 when the comparison moves to regional scale.</p> <p><i>Prior knowledge: basic human and physical features, basic compass knowledge, use of simple maps and names and locations of the 7 continents, 5 oceans, location of the UK and the 4 countries of the UK.</i></p>	<ul style="list-style-type: none"> <li>Can you name the 4 countries and capital cities of the UK?</li> <li>Can you name and locate the world's 7 continents and 5 oceans?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Identifying the 4 countries of the UK</li> <li>Locating popular holiday destinations on a map of UK</li> <li>Identifying human and physical features</li> <li>Adding key features to a base map</li> <li>Writing a visitor guide for a tourist</li> <li>Comparing to a non-European country</li> <li>Fieldwork - possible comparison to local beach</li> </ul>	<p>city house farm shop road beach sea cliff hill vegetation river ocean world continent location compass Africa North South East West</p>
<p><b>Summer</b></p> <p><b>Wherever next?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<p>This unit builds on the naming of the 7 continents and 5 oceans and the development of knowledge and vocabulary related to the location of each continent. The knowledge built in this unit prepares children for later work on climate zones and biomes and the use of directional and</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What is the weather like in the UK?</li> <li>What are the 4 points of a compass?</li> <li>Can you name and locate the world's 7 continents and 5 oceans?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Comparing weather and climate in different locations</li> <li>Labelling the North and South Poles and the Equator on a map of the world</li> <li>Planning and designing a route for an explorer</li> </ul>	<p>Earth North Pole South Pole Equator continent ocean climate weather location globe</p>

	<p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to key physical features and key human features</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<p>locational language. Children need to know the location of the Equator so that they can later look at the Tropics of Cancer and Capricorn and lines of longitude and latitude. As part of the unit, children will look at an aspect of physical geography and climate zones at an introductory level by identifying the hot and cold areas of the world in relation to the Equator, North and South Poles. Children will use different types of world maps, atlases and globes. The content of this unit enables children to meet and use compass directions as well as directional language to describe the location of features and routes on a map. Children will complete simple fieldwork to look at the weather in their school grounds to compare weather features with the world's hottest and coldest places.</p> <p>Prior knowledge: 7 continents and 5 oceans, weather, features of hot and cold places, use of simple maps and photographs and fieldwork skills.</p>	<ul style="list-style-type: none"> <li>• Why do polar bears and penguins never meet?</li> <li>• What is life like in the hottest places in the world?</li> <li>• Fieldwork - local weather patterns investigation</li> </ul>	<p>physical feature compass North South East West</p>
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## Year 3

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>Why do we have cities?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p>This unit builds on the local area surrounding the school study in KS1 and focuses on the cities of the UK to deepen country knowledge. The counties of the major cities of the UK are recalled to support locational accuracy. Land use and settlement are key themes in geography and this study develops knowledge of reasons for the siting of cities and how cities have changed over time. Children will use geographical sources, including OS maps, to look at the key features and functions of cities. The study increases in scale briefly at the end of the unit to enable comparison to some contrasting European and world cities to expand geographical knowledge into Asia and North America.</p> <p><i>Prior knowledge: UK capital cities and surrounding seas, compass directions.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What are the names of the 4 countries that make up the UK and the three main seas that surround it?</li> <li>Can you name and locate the 4 capital cities of England, Wales, Scotland and Northern Ireland?</li> <li>What is the name and location of the nearest town or city and can you explain the difference?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Locating major urban areas and cities in the UK</li> <li>Locating cities using an atlas</li> <li>Comparing site, size and function of different cities in the UK</li> <li>Producing a visitor guide for a tourist to a chosen city</li> <li>Locating city features using grid references</li> <li>Exploring the positives and negatives of cities</li> <li>Comparing how cities have changed over time (possible fieldwork link to Durham city centre)</li> <li>Exploring the issues around megacities</li> </ul>	<p>settlement</p> <p>city</p> <p>factory</p> <p>office</p> <p>shop</p> <p>function</p> <p>urban</p> <p>rural</p> <p>land use</p> <p>environmental</p> <p>human</p> <p>physical</p> <p>country</p> <p>county</p> <p>population</p> <p>inhabitant</p> <p>market</p> <p>satellite image</p> <p>OS map</p> <p>symbol</p> <p>key</p>

<p><b>Spring</b></p> <p><b>What can we discover about Europe?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>describe and understand key aspects of human geography</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4-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</li> </ul>	<p>Building on the location of continents in KS1, this unit looks at the environmental regions of Europe and the physical characteristics, including vegetation belts, rivers, mountains and the key countries and major cities of Europe. Knowledge of the human geography of Europe is introduced by looking at capital city locations, human landmarks, some of the main crops grown and sources of energy. This unit links with the UK comparison to a region of Europe (Italy).</p> <p><i>Prior knowledge: continents and oceans, compass directions, elements of place knowledge, physical and human features and processes.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you name and locate the 7 continents of the world?</li> <li>Can you name and locate the 5 oceans of the world?</li> <li>Where are the North and South Poles and the Equator on a globe?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Describing what Europe looks like from space</li> <li>Adding to a base map of Europe</li> <li>Identifying a mystery location in Europe using geographical clues</li> <li>Comparing different regions of Europe</li> <li>Locating rivers and lakes in Europe</li> <li>Why are there mountains in Europe?</li> <li>Navigating way around capital cities of Europe challenge</li> <li>Exploring what is made, mined and grown in Europe</li> <li>Writing – Europe's Amazing Geography</li> </ul>	<ul style="list-style-type: none"> <li>biome</li> <li>settlement</li> <li>country</li> <li>Europe</li> <li>continent</li> <li>river</li> <li>mountain</li> <li>vegetation</li> <li>earthquake</li> <li>volcano</li> <li>dense</li> <li>sparse</li> <li>fjord</li> <li>population</li> <li>trade</li> <li>natural resource</li> <li>city</li> <li>landmark</li> </ul>
<p><b>Summer</b></p> <p><b>We've got it all! Why is the North-East special?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p>	<p>This unit builds on the local knowledge children have developed in KS1 and provides a regional case study to build on learning about the geography of the UK, including human and physical features. New knowledge about rivers will be introduced to form the basis of the study of physical processes that shape the landscape and the idea of economic activity that will be further developed in Years 5 and 6.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you sketch a map showing the location of the 4 countries that make up the UK and its surrounding seas?</li> <li>Can you give examples of human and physical features in England?</li> <li>What are the 4 main points of a compass?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Adding to a base map of the North-East of England</li> <li>Categorising aerial photographs of North-East landmarks into human and physical features</li> <li>Comparing different types of maps of the region</li> <li>Identifying key features in a region and describing location using grid references</li> <li>What is made in the North-East of England?</li> <li>The water cycle</li> <li>Investigating the region's main rivers</li> </ul>	<ul style="list-style-type: none"> <li>county</li> <li>region</li> <li>hills</li> <li>river</li> <li>stream</li> <li>tributary</li> <li>source</li> <li>mouth</li> <li>flood</li> <li>estuary</li> <li>current</li> <li>erosion</li> <li>flow</li> <li>deposition</li> <li>energy</li> <li>power</li> <li>transport</li> <li>employment</li> </ul>

	<ul style="list-style-type: none"> <li>• use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>Prior knowledge: countries and capitals of the UK, UK towns and cities, county knowledge, regional knowledge and basic human and physical features.</p>	<ul style="list-style-type: none"> <li>• The journey of a river</li> <li>• Fieldwork - What can we find out at our local river?</li> <li>• Writing - Why is the North-East of England a special place to live?</li> </ul>	<p>resources</p>
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## Year 4

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>Is the UK the same everywhere?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers and mountains</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p>This unit aims to fuel curiosity about the great variety of physical and human geography of the United Kingdom. It builds on the basic identification of the countries, capitals and surrounding seas of the UK taught in KS1 and simple mapwork and identification of human and physical features, which will support later work in the key stage through use of maps of different types.</p> <p><i>Prior knowledge: UK's countries, capitals and surrounding seas, physical and human features, major physical features of the UK, sense of place and basic map knowledge.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What are the names of the 4 countries that make up the UK and the three main seas that surround it?</li> <li>Can you name and locate the 4 capital cities of England, Wales, Scotland and Northern Ireland?</li> <li>What is the weather like in the UK and what is the hottest and coldest season?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Adding to a base map/satellite image of UK</li> <li>Locating the UK's hills, mountains and rivers</li> <li>Locating UK landmarks using grid references</li> <li>OS symbol scavenger hunt</li> <li>Writing - What would we see if we sailed around the coast of the UK?</li> <li>County challenge - locating counties in different parts of UK</li> <li>Comparing weather and climate in different parts of UK</li> <li>Researching about climate change and its impact on weather in the UK</li> </ul>	<p>United Kingdom capital country county region landscape relief landmark physical features rivers mountains hills climate weather vegetation climate change coastline granite pebble sandy chalk river lake peninsula satellite image symbol grid reference</p>
<p><b>Spring</b></p> <p><b>Why does Italy shake and roar?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and</li> </ul>	<p>This unit broadens the scale of study from the UK to Europe and links to the Discover Europe unit. It reinforces learning regarding the names and locations of continents in KS1 and extends opportunities to acquire and apply knowledge</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you name and locate the 7 continents and 5 oceans of the world?</li> <li>What do you know already about the names, locations and features of hot and cold places in the world?</li> <li>Can you identify the difference between a human and physical feature and give examples?</li> </ul>	<p>continent Europe country region Italy population coastline bay peninsula</p>

	<p>physical geography of a region of the United Kingdom and a region in a European country</p> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass</li> </ul>	<p>of some of the main countries and cities in Europe. Children will investigate the human and physical geography of Italy, with a special focus on the region in Italy affected by tectonic activity. The unit revisits and builds upon learning about the UK to develop approaches to geographical comparisons and prepares children for further study of physical processes and tectonic activity in Year 5.</p> <p><i>Prior knowledge: knowledge of locations or tectonics due to experience, reading or TV programmes, UK regional knowledge.</i></p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Identifying Italy on a series of maps and describing location in relation to surrounding seas</li> <li>Using scale to measure distance between Rome and London</li> <li>Creating a sketch map of Italy</li> <li>Comparing regions within Italy</li> <li>Why does Italy shake and roar?</li> <li>Why do volcanoes happen?</li> <li>Writing a newspaper report about a volcanic eruption</li> <li>Producing an earthquake warning guide</li> <li>Comparing a region of the UK and a region of Italy</li> </ul>	<p>mountain range Alps Apennines River Po River Tiber tectonic plate boundaries volcano Mount Vesuvius Mount Stromboli eruption magma ash gas vent cone crater lava flow earthquake vibration fault plate boundary epicentre Richter Scale tremor seismic hazard</p>
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<p><b>Summer</b></p> <p><b>What happens when the land meets the sea?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>This unit builds on the introduction to coasts in KS1 by looking in more depth at features and processes at the coast. Children will begin to develop their knowledge of the physical processes shaping the land. The unit begins with an overview of key features and processes at the coast and then moves to a case study approach and fieldwork enquiry. The fieldwork has been designed to develop knowledge of a range of fieldwork techniques and geographical skills and prepares children for further learning in Year 5 about the range of physical processes that shape the landscape. Study of coasts is further developed in KS3.</p> <p><i>Prior knowledge: coasts, rivers, human and physical features, local area knowledge.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you describe the location of Seaham using geographical language?</li> <li>Can you name and locate the 7 continents and 5 oceans of the world?</li> <li>What do you know about the physical features of the coast?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Locating features of Europe's major coastlines</li> <li>Writing a description about what would be found at a certain part of the UK coast line</li> <li>Exploring the physical processes which shape the UK coast, including erosion, transportation and deposition</li> <li>Should the coast be protected?</li> <li>Fieldwork - What can we find at the Durham coast?</li> <li>Analysing and evaluating data collected from fieldwork</li> <li>Writing - What happens when the land meets the sea?</li> </ul>	<p>coast coastline cliff rock sand sediment erosion transport deposition landform estuary sea ocean river wave tide longshore drift cliff arch stack stump hydraulic action sea wall engineering port harbour</p>
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# Year 5

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>What shapes my world?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4 and 6-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</li> </ul>	<p>This unit builds on the local, national and continental scale previously studied and moves to a global perspective. It shows the interaction between physical processes and the formation of landscapes and landforms over time. This unit also builds on previous learning about rivers, coasts and tectonic activity in Years 3 and 4. The knowledge in this unit prepares children for future learning on vegetation belts and the variation of place caused by physical processes.</p> <p><i>Prior knowledge:</i> physical and human features, coastal processes, action of rivers and knowledge of climate and weather variation in different parts of the UK and Europe.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you name and locate 8 counties and 6 cities in England?</li> <li>Can you name and locate the main rivers in the UK and know where the main mountain regions are?</li> <li>Can you explain the causes and impact of earthquakes, tsunamis and volcanoes and how countries can protect themselves?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Why is the land around the planet so many different shapes?</li> <li>Exploring different human and physical causes of landforms</li> <li>How has ice shaped our Earth?</li> <li>Writing a guide to visitors of Buttermere about how ice has shaped the location</li> <li>What happens when plates move?</li> <li>Exploring tectonic movement using seismic monitoring service</li> <li>How do rivers shape our Earth?</li> <li>How do waves shape the coast?</li> <li>Fieldwork - coastal landmarks at Seaham beach</li> <li>Exploring the impact of human activity on landscapes</li> </ul>	<p>process</p> <p>human</p> <p>physical</p> <p>climate</p> <p>weather</p> <p>ice</p> <p>glacier</p> <p>water</p> <p>water cycle</p> <p>tectonic plates</p> <p>biomes</p> <p>climate zones</p> <p>Earth's crust</p> <p>vegetation</p> <p>soil</p> <p>erosion</p> <p>landform</p> <p>river</p>

<p><b>Spring</b></p> <p><b>Where could we go? Fantastic journeys around the world</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4 and 6-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</li> </ul>	<p>In this unit, children will develop knowledge of geographical space, including where places are located and why they are there. It enables children to develop knowledge of the way mapping conventions are used at a global scale to accurately describe places using longitude and latitude. The unit includes 'fantastic places' in different countries and geographical regions of the world so that children develop knowledge of a wide range of significant global places, their locations, biomes and variations.</p> <p><i>Prior knowledge:</i> North and South Poles, Equator, hemispheres, compass directions and physical and human features.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you name and locate at least 8 different European countries and 8 major capital cities across the world?</li> <li>Can you name and locate 4 countries from the Northern Hemisphere and 4 from the Southern Hemisphere?</li> <li>What is a biome?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Comparing locations in the Northern and Southern Hemispheres</li> <li>Locating places around the world using lines of longitude and latitude</li> <li>Exploring different time zones</li> <li>Comparing the major biomes of the world</li> <li>Writing - Which fantastic place should UNESCO put top of the list?</li> <li>Presenting information about chosen fantastic place</li> </ul>	<p>longitude latitude Equator meridian Tropics of Cancer and Capricorn characteristics time zone biome vegetation climate habitat UNESCO</p>
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<p><b>Summer</b></p> <p><b>Where has my food come from?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>describe and understand key aspects of physical geography</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>This unit enables children to develop knowledge about resources, industry, farming, trade and employment. It builds on the locational knowledge from previous year groups and builds on the ideas of land use introduced in lower KS2. The unit develops key aspects of human geography to look at trade links, the range of jobs and other activities needed to get food to our plates. Children will use some new forms of geographical information, such as graphs showing imports. The field work opportunities offered by this unit build on the data collection opportunities children have had in earlier units. There are also many opportunities to consider the impact of how people interact with the environment and the importance of sustainability.</p> <p>Prior knowledge: observation of land use in earlier units, types of land, trade in regions of the UK and food in PSHE lessons.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>How many world countries can you name and locate on a world map?</li> <li>What are the causes and the impact of climate change?</li> <li>What do you know about the differences between the climate in the UK and other parts of the world?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Locating the origin of common foods</li> <li>Analysing country of origin on food packaging and locating on a world map</li> <li>Calculating food mile distances</li> <li>Fieldwork - Growing food from seeds</li> <li>Food journey investigation - How does food get from farms to our plates?</li> <li>Exploring the impact of food waste</li> <li>Considering sustainable food choices, including Fairtrade</li> </ul>	<p>land use farm trade resources transport distribution United Kingdom import export dairy livestock crops producer sustainable fair trade food miles seasonality</p>
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# Year 6

	National Curriculum objectives	Guidance and prior knowledge	Retrieval and teaching ideas	Key vocabulary
<p><b>Autumn</b></p> <p><b>Fantastic forests - Why are they so important?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> </ul> <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4 and 6-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</li> </ul>	<p>This unit builds on the knowledge of physical geography developed throughout KS1 and KS2, including knowledge of biomes and climate, geographical regions, sustainability and resources. It aims to deepen knowledge of types of vegetation by looking at different types of forests and woodlands as well as the Amazon rainforest. The study of forests offers an opportunity to consider how people and their physical environment are interdependent by looking at what role forests play in human life and how human activity affects forests.</p> <p><i>Prior knowledge: locational knowledge, vegetation, forests, Tropics of Cancer and Capricorn, sustainability, climate and biomes.</i></p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>What are biomes and what are the features of a specific biome?</li> <li>Can you use latitude and longitude to locate places around the world?</li> <li>Can you identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Exploring differences between forests</li> <li>Finding and recording the location of different forests</li> <li>Writing a description of a type of forest - tropical, temperate or boreal</li> <li>Adding the main forests of the UK to a base map</li> <li>Fieldwork - What can we find in our local forest/woodland?</li> <li>Writing a non-chronological report to compare the function of different types of forest</li> <li>Exploring the layers of the Amazon Rainforest</li> <li>Why are forests in danger and how can we protect them?</li> <li>Writing a balanced argument about deforestation</li> <li>Woodland development spending challenge</li> </ul>	<p>vegetation forest woodland biome farming natural resources Equator Tropics of Cancer and Capricorn continent hemisphere deforestation deciduous coniferous temperate boreal tropic plantation rainforest</p>

	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>			
<p><b>Spring</b></p> <p><b>Destination Sao Paulo! What do places have in common?</b></p>	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America</li> </ul> <p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4 and 6-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</li> </ul>	<p>This unit brings together the different aspects of Geography in a comparison of the key features of a region of the UK and a region of South America. Use of three types of geography resource (photographs, graph and information summary) starts to prepare children for work in KS3. This unit builds on the work done on location, physical geography and biomes in Y5 and the regional geography in the Fantastic Forests unit at the start of Y6. It widens the scope of Geographical comparison from the small-scale comparison undertaken in previous year groups to a wider region allowing comparison of more complex features.</p> <p>Prior knowledge: continents, Equator, Tropics of Cancer and Capricorn, forest types, settlement, climate, regional knowledge about landscape, settlement and other key human features.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>Can you name and locate the 7 continents of the world?</li> <li>Can you locate the world's countries, focussing on Europe and North and South America, using a world map?</li> <li>What do you know about the location and the features of our region?</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Developing locational knowledge of the key physical and human characteristics of South America</li> <li>Adding to a base map of South America</li> <li>Comparing the location of South America and Europe using key vocabulary</li> <li>Creating a Brazil country profile using geographical information</li> <li>Developing knowledge to compare key geographical features of a region of the UK and Brazil (Durham and Sao Paulo)</li> <li>How do Geographers find out about places?</li> <li>Fieldwork - Visiting a local city to collect information</li> <li>Writing - Comparing aspects of life in Durham and Sao Paulo</li> </ul>	<p>biome</p> <p>climate zone</p> <p>Equator</p> <p>Tropics of Cancer and Capricorn</p> <p>hemisphere</p> <p>longitude and latitude</p> <p>tropical</p> <p>terrain</p> <p>import</p> <p>export</p> <p>leisure</p> <p>rainfall</p> <p>resources</p> <p>rainforest</p> <p>urbanisation</p> <p>population</p> <p>pollution</p> <p>flora</p> <p>fauna</p> <p>vegetation</p> <p>networks</p> <p>minerals</p> <p>energy</p>

<p><b>Summer</b></p> <p><b>Local area enquiry</b></p>	<p><i>Geographical Skills and Fieldwork</i></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>This unit has been designed as an opportunity to develop geography fieldwork to support transition to KS3. It is based on work outside of the classroom either in the school's own local area or a chosen place. Fieldwork contributes a unique dimension to learning; enabling children to develop their own questions, develop connection with the local environment and a better understanding of locations, collection of real data and provides a genuine geographical context for enquiry. It links to earlier fieldwork and local knowledge units and supports understanding of human geography and/or changes to the geography of the local area over time.</p> <p>Prior knowledge: knowledge of the local area developed in KS1 and the fieldwork skills built throughout the key stages.</p>	<p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>How many world countries and their capital cities can you name and locate on a world map?</li> <li>What are the key differences between living in the UK and another part of the world (including Europe, North and South America)?</li> <li>What are the key human and physical geographical features of our local area and how were they formed?</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>Possible enquiry questions - What are the key human geographical features of our local area? How has our local area changed over time?</li> <li>Using a map to plan for fieldwork in the local area</li> <li>Choosing and evaluating a data collection method</li> <li>Completing a risk assessment</li> <li>Collecting and observing data during fieldwork</li> <li>Presenting and evaluating fieldwork data</li> </ul>	<p>settlement housing land use site shopping service primary data secondary data change factory mine employment risk evaluation</p>
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