Fairway Primary School

Geography Long Term Planning

EXPLORE ---KNOW---COMMUNICATE

CONCEPTS

MY PLACE IN THE WORLD

This concept helps children build up a knowledge and understanding of their place in the world through exploring key places which gradually move further away from where they live and come to school.

CONNECTIVITY

This concept of interconnection emphasises that no object of geographical study can be viewed in isolation. Children will build up their knowledge and understanding of how elements of human and physical geography link, influence each other and cause change to take place over time.

SUSTAINABILITY

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. Sustainability is both a goal and a way of thinking about how to progress towards that goal.

SUBJECT CONTENT EYFS

The statutory EYFS framework aims to ensure that all pupils reach the early learning goal of:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

SUBJECT CONTENT KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

SUBJECT CONTENT KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

YEAR 1

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)

KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• I can ask questions about places • Name the place (Offerton) where our school is located and locate it on a map. • Name the town (Stockport) that is nearest to our school and locate it on a map. • Name the 4 countries of the UK and locate them on a map. • Name the seas and oceans surrounding the UK. and locate them on a map. • Identify the continent of Europe on a world map. • Name and locate on a map environmental regions, countries and major cities of the continent of Australia.	• Use observational skills and ask and respond to questions. • Describe the geographical features of the school site and its immediate surrounding environment. • Use symbols and a key to make a simple map. • Follow a route on prepared maps (left/right) and find information • Explain how I get to school. • Use simple fieldwork and observational skills to study the geography of our school site and its immediate surrounding environment. • Complete a chart to express opinions during fieldwork. • Use aerial photographs and plan perspectives of the places we visit to recognise landmarks and basic human and physical features.	• Observe the key human and physical features of our school site and its immediate surrounding environment. • Keep a weather chart & answer questions about the weather. • Describe how weather changes with seasons. • Describe the human and physical geography of a small region of the continent of Australia and compare it with other regions studied. • Use locational and directional language (near and far, left and right) to describe the location of features and routes on a map. • Explain how a region outside Europe (small area of Australia) is similar & different to where I live.

	BLOCK 1 (3 weeks)	BLOCK 2 (3 weeks)	BLOCK 3 (6 days across the year)	ONGOING BLOCK THROUGHOUT YEAR 1
UNIT	ALL AROUND ME AT SCHOOL	ALL AROUND ME: RIVERS SEAS and OCEANS	CONTINENT STUDY: AUSTRALIA	CHANGES OF THE SEASONS
CONCEPTS	**My Place in The World**	**My Place in the World**	**Connectivity** **Sustainibility**	

NATIONAL CURRICULUM OBJECTIVES	Pupils should be taught to: Place Knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (our school site) Human and physical geography • use basic geographical vocabulary to refer to key physical features of our school site and its immediate surrounding environment. • use basic geographical vocabulary to refer to key human features of our school site and its immediate surrounding environment. Geographical skills and fieldwork • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment. • Use locational and directional language eg near and far, left and right) to describe routes on a map.	Pupils Should be taught to: Locational Knowledge • name and locate the four countries of the United Kingdom and its surrounding seas. Place Knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (our school's surrounding area heading to Stockport- following the course of the River Goyt/River Mersey) Human and physical geography • use basic geographical vocabulary to refer to: key physical features, including: forest, hill, sea, ocean, river, vegetation. • key human features, including: town (Stockport) village (Offerton) Geographical skills and fieldwork • use world maps, atlases and globes to identify the UK, its continent (Europe) and surrounding seas/oceans. • 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	Pupils should be taught to: Locational knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country When planning, teachers will have to pick a small area of Australia to study.- a national park?? Geographical skills and fieldwork • use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage: -remember Antarctica from Reception - Focus Study Australia	Pupils should be taught to: Human and physical geography • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to: key physical features, including: season and weather.

GEOGRAPHICAL KNOWLEDGE	We develop our sense of place in the world by exploring our school, its grounds and immediate surrounding environment, To know: • That maps are drawings that and they can help you find where you are and where you are going. They show symbols (pictures) for places such as car parks or places of worship like churches and a key, which tells you what the symbols mean. Maps can help you find your way using directions • the differences between a world map and a globe. • how to plot a route using a map eg how I get to school. • how to devise simple maps of our school site and surrounding environment area using basic symbols in a key. • how to create our own maps of a familiar route around school • how to use maps to follow and give directions around our school • how to compare and contrast our school site with the immediate surrounding environment. FIELD TRIP: SCHOOL GROUNDS and IMMEDIATE SURROUNDING ENVIRONMENT	We then zoom out to the United Kingdom to gain a sense of our place within the UK. To know: • that the UK is split into 4 countries called: England, Northern Ireland, Scotland and Wales • how to locate the countries of the UK on a map. • the name and location of the oceans and seas that surround the UK. -English Channel -North Sea -Irish Sea -Atlantic Ocean • name the sea which is closest to our school in Offerton • name the river which is closest to our school. (River Goyt) • that the River Goyt flows near our school and joins the River Mersey, which flows through Stockport, meets the sea at the Irish Sea. • how to locate Offerton and Stockport in relation to the River Goyt, River Mersey and the Irish Sea on a simple map.	**CONTINENT STUDY: AUSTRALIA (previously Australasia and Oceania)** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS	To know: • seasonal weather patterns in the UK

YEAR 2

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)		
KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• Name the capital cities of England, Scotland, Wales & Northern Ireland and locate them on a map. • Name the city closest to our school (Manchester) and locate it on a map. • Name the 7 continents of the world & the 5 world's oceans & locate them on a map. • Identify hot & cold areas of the world in relation to the North Pole, South Pole & Equator. – through study of Europe. • Name and locate on a map environmental regions, countries and major cities of the continent of Europe.	• Describe the key features of a place from a picture using geographical words. • Locate where I live on a map of Offerton, a map of Stockport and a map of the UK • Follow directions using 4 points of a compass. • Use a map to follow a route in the local area. • Use symbols and a key to make a map of route I have followed. • Use first hand observation to investigate places- the streets around our school and the local area • Recognise and record different types of land use, buildings and environments.	• Identify features of different types of places – towns, villages and cities -beach, forest, mountains • Explain how a region of a country in Europe is similar & different to where I live. • Say what I like and don't like about the place, including the environment, I live in and about a different place. • Describe the human and physical geography of a small region of the continent of Europe (not the Alps as this is studied in Y3) and compare it with other regions studied. • Use key geographical vocabulary to describe the location of places in the continent of Europe- including reference to the Equator, and North and South Poles as 3 reference points on our Globe.

	BLOCK 1 (3 weeks)	BLOCK 2 (3 weeks)	BLOCK 3 (6 days across the year)
UNIT	OFFERTON and STOCKPORT	THE UK	CONTINENT STUDY: EUROPE
CONCEPTS	**My Place in the World**	**My Place in the World**	**Connectivity** **Sustainibility**

NATIONAL CURRICULUM OBJECTIVES	Pupils will be taught to: Locational Knowledge • identify the capital cities of the four countries in the United Kingdom. Place Knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Offerton and Stockport) Human and physical geography • use basic geographical vocabulary to refer to key physical features of Offerton and Stockport. • use basic geographical vocabulary to refer to key human features of Offerton and Stockport, including town, village, factory, farm, house, office, shop Geographical skills and fieldwork • use simple compass directions (North, South, East and West) to describe the location of features on a map. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Pupils will be taught to: Locational Knowledge • identify characteristics of the four countries and capital cities of the United Kingdom. Place Knowledge • understand geographical similarities and differences through studying the human and physical geography of small areas of the United Kingdom. Human and physical geography • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Pupils will be taught to: Locational Knowledge • name and locate the world's seven continents and five oceans. Human and physical geography • identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles Geographical skills and fieldwork • use world maps. atlases and globes to identify the countries and continents and oceans studied at this key stage

GEOGRAPHICAL KNOWLEDGE	We further develop our sense of our place in the world by learning more about our local borough. To know: • that Stockport is a borough of Greater Manchester. • that Offerton is located within the Metropolitan Borough of Stockport. • that Stockport is divided into smaller parts (districts) and to identify some of the boroughs surrounding Offerton. • where I live on a map of Offerton, Stockport and the UK • how use the four compass points to describe the position of Offerton and other districts within Stockport • how to compare and contrast our village of Offerton with the town of Stockport through exploring human and physical characteristics. FIELD TRIP TO OFFERTON VILLAGE	We then zoom out to the United Kingdom to gain a sense of our place within the UK. To know: • where I live on a map of the UK. • Identify and locate Manchester on a map of the UK. • how to use maps, atlases and globes to identify the four capital cities of the four countries of the UK. • how to use the four compass points to describe where the countries and capital cities of the UK are in relation to each other and in relation to our location in Manchester. Then we will 'fly' around the United Kingdom, exploring physical features gaining an appreciation of the physical diversity it offers. We will focus our study on: -**beach/cliff/coast Cornwall (reference Land's End)** **-forest/vegetation (Kielder Forest/Northumberland)** **-hills/mountains/valley (North Wales/Snowdon)** • how to use aerial photographs as well as maps with symbols to compare the physical and human features of different parts of the UK. • how symbols are used to show mountains and bodies of water on a map of the UK. • the names of the tallest mountains in the countries of the UK and locate them on a map: Ben Nevis (tallest in UK/located in Scotland), Snowdon in Wales, Scafell Pike in England and Slieve Donard in Northern Ireland. • The names of some the main rivers in the UK - Remember River Mersey from Y1 - River Thames that flows through the capital city of England (London) - Longest river in UK- River Severn which they will learn more about in Y3	**CONTINENT STUDY: EUROPE** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS

YEAR 3

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)		
KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• Name the main cities in Scotland and locate them on a map. • Name and locate the countries that surround the Alps in Europe. • Name and locate on a map environmental regions, countries and major cities of the continent of Africa.	• Use maps and digital mapping to locate Scotland and describe its physical features. • Use a range of symbols and keys to identify features on maps/draw maps. • Begin to use 8 compass points to describe the location of cities and the location and physical features in Scotland. • Begin to use four-figure grid references, symbols and keys to build their knowledge of Scotland. • Plan a journey to a place in Scotland. • Use maps, atlases and digital maps to identify the location of the Alps mountain range in Europe. • Use digital mapping to explore the landscape of the Alps. We use contour lines to describe the elevation of the mountains	• Describe the physical geography of an island in the Hebrides and compare it with the city of Manchester. • Describe and understand key aspects of physical geography: mountains • Describe the human and physical geography of a small region of the continent of Africa and compare it with other regions studied. • Use key geographical vocabulary to describe the location of places in the continent of Africa- remembering Equator and North and South Pole from Y2 and extending to Northern Hemisphere and Southern Hemisphere as 2 further reference points on our globe

	GEOGRAPHY BLOCK 1 (3 weeks)	GEOGRAPHY BLOCK 2 (3 weeks)	GEOGRAPHY BLOCK 3 (6 days over the year)
UNIT	JOURNEY TO SCOTLAND	EXPLORE THE ALPS	CONTINENT STUDY: AFRICA
CONCEPTS	**Connectivity**	**Sustainability**	**Connectivity** **Sustainability**

NATIONAL CURRICULUM OBJECTIVES	Pupils will be taught to: Locational knowledge • Name and locate cities of the United Kingdom • Name and locate geographical regions of UK and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and physical geography • Describe and understand key aspects of: - physical geography, including: biomes and vegetation belts, rivers, mountains. islands - human geography, including: types of settlement, land use and economic activity Geographical skills and fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use 8 compass points to build their knowledge of the United Kingdom • Use four-figure grid references, symbols and keys to build their knowledge of the United Kingdom.	Pupils will be taught to: Locational knowledge • Locate the world's countries, using maps to focus on the countries that surround the Alps in Europe, concentrating on their environmental regions (Chamonix in France) and key physical and human characteristics. Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography • Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, mountains - human geography, including: land use and economic activity and understand how this has changed over time. Geographical skills and fieldwork • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	

GEOGRAPHICAL KNOWLEDGE	In this unit, we will extend our knowledge of the United Kingdom through an in-depth study of Scotland. To know: • How Scotland and England are connected and how you can reach Scotland from Manchester in different ways. • Names and location of main cities in Scotland (Edinburgh (from Y2), Glasgow, Aberdeen, Inverness, Dundee • About the physical features of Scotland including its mountain ranges and remote islands. • Remember from Y2 Ben Nevis tallest mountain in UK - Extend to: - The Hebrides - John O'Groats to Land End Challenge as reference points in the UK - Lochs - River Tay, River Clyde • How to compare and contrast life in Greater Manchester to life on a Scottish island (pick from the Hebrides) making links to its physical features and location. • How to use 8 compass points to describe the location of cities and the location of physical features in Scotland. • How to use four figure grid references to find and describe the location of both cities and points of interest.	In this unit, we extend our knowledge of Europe and learn about the impact of tourism of Chamonix in the Alps region and about the conservation of at-risk species. To know: • The features of a mountain • How mountains are formed. • Where the Alps are located in Europe. • Which countries in Europe are spanned by the Alps: France, Germany, Austria, Switzerland, Slovenia, Italy. • What contour lines on a map tell us. • That Mount Blanc is the highest mountain in the Alps. • When and why tourists started coming to Chamonix • Why so many tourists visit Chamonix (France) linked to what it is like in different seasons • What impact tourism (human features eg ski runs/cable cars/chair lifts/ roads/ hotels) has on the area - Water pollution - Poorer quality of air - Rise in noise pollution - Slope erosion • The dangers faced by some of the animals in the area.	**CONTINENT STUDY: AFRICA** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS

YEAR 4

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)		
KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• Name and locate the counties and cities that the River Severn flows through. • Name and locate on a map environmental regions, countries and major cities of the continent of South America.	• Use maps, atlases to find out where in the UK most fruit farms are located and make links between landscape and climate. • Use maps and atlases to find out the countries that fruits we consume originate from and its journey to our fruit bowl. • Use digital mapping to explore the changing landscape • of the course of the River Severn. • Revise using 8 compass points to describe locations and points of interest along the River Severn. • Revise our grid reference skills to using four-figure grid references to locate and describe the location of points of interest linked to units of work.	• Describe the human and physical geography of a small region of the continent of South America and compare it with other regions studied. • Use key geographical vocabulary to describe the location of places in the continent of South America- remembering Equator, North Pole, South Pole from Y2, Northern and Southern Hemisphere from Y3 and introducing the tropics of cancer and Capricorn as 2 further reference points on our globe. • Describe the key aspects of rivers and how they are formed • Describe how land around rivers has changed over time.

	GEOGRAPHY BLOCK 1 (3 weeks)	GEOGRAPHY BLOCK 2 (3 weeks)	GEOGRAPHY BLOCK 3 (6 days across the year)
UNIT	RIVERS	TRADE AROUND THE WORLD	CONTINENT STUDY: SOUTH AMERICA
CONCEPTS	**Connectivity** **Sustainability**	**Connectivity** **Sustainability**	**Connectivity** **Sustainability**

NATIONAL CURRICULUM OBJECTIVES	Pupils will be taught to: <u>Locational knowledge</u> • Name and locate <u>counties</u> and cities of the United Kingdom geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Place knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <u>Human and physical geography</u> • Describe and understand key aspects of: - physical geography, including: rivers, mountains, and the **(*water cycle- this will be covered in Y4 science)** - human geography, including: types of settlement and land use, economic activity • and understand how some of these aspects have changed over time. <u>Geographical skills and fieldwork</u> • Use maps and digital/computer mapping to describe features studied • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Pupils will be taught to: <u>Locational knowledge</u> • Locate the world's countries, using maps to focus on Europe and North and South America <u>Human and physical geography</u> • Describe and understand key aspects of: - physical geography, including: climate zones - human geography, including: economic activity including trade links, and the distribution of natural resources including food <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	

GEOGRAPHICAL KNOWLEDGE	In this unit we will build on our knowledge of the River Mersey learnt in Y2. We will extend our knowledge of the United Kingdom through an in-depth study the River Severn. To know: • That River Mersey flows through the counties of Greater Manchester, Cheshire, Merseyside and Lancashire. • That it flows through the cities of Manchester and Liverpool. • That the River Severn is the longest River in the UK. • That the River Severn flows from the Cambrian mountains in Wales to the Severn Estuary, Bristol Channel to Atlantic Ocean. • That it flows through the counties of Powys, Shropshire, Worcestershire and Gloucestershire. • That is flows through these cities on its route to the sea: Worcester, Gloucester and Bristol and the town of Shrewsbury. • To use four figure grid references to find cities and points of interest • How rivers are formed • How the water cycle works (Science) • How they change as they journey from source to mouth • Key features of a river: V shaped valley, gorge, waterfall, tributary, meander, flood plain, estuary • How rivers are used: farming, transport, leisure and power sources. • How human activity can affect rivers • The impact of flooding can have on a community- link to Worcester and River Mersey flood basin • What humans can do to protect wildlife in and around rivers. FIELDWORK: Either River Bollin at Styal or Crowden Brook at Longdendale in Peak District.	In this unit, we learn how interconnected different countries are by the buying and selling of food (fruit). We learn about the benefits and drawbacks of this interconnectivity ethically, environmentally and economically. To know: • Know what the words import and export mean. • The main imports and exports of fruit to and from the the UK and other countries around the world. • Where fruit is farmed in the UK and why some parts of our country are more suited to fruit farming than others. • The links between a place's climate zones and its imports and exports of fruit. • Polar- less than 10 degrees all year/very cold/no warm summers=no fruit! • Arid- dry/desert=no fruit! • Temperate (UK)- cold winter and warm summer= cherry, plum, apple, strawberries, raspberries, grapes(just!) • Mediterranean-warm, wet winters/ dry summers=pomegranate, fig, guava, citrus fruits (lemons/oranges, limes) • Tropical- hot and humid/ mild winters/at least 18 degrees all year round = bananas, pineapples, papayas, mangoes • About the supply chain for bananas (as an example of all the imported fruit in our fruit baskets) • About fair trade and think about global inequality and how different approaches to trade can support goals of sustainability and equality. • About the link between sustainability and food miles • About sourcing food locally and the positive environmental impact these choices as consumers can have.	**CONTINENT STUDY: SOUTH AMERICA** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS

YEAR 5

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)		
KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• Name and locate the main regions of the world where earthquakes occur- focus in on locating the epicentre of the Haiti and New Zealand earthquakes (2010) • Name and locate on a map environmental regions, countries and major cities of the continent of Asia.	• Revise using 8 compass points to describe locations and major landmarks. • Extend our grid reference skills to using six-figure grid references to locate and describe the location of major landmarks, including hotspots for earthquakes. • Use Ordnance Survey maps to practise using their different features and symbols linked to units of work.	• Describe the human and physical geography of a small region of the continent of Asia and compare it with other regions studied. • Use key geographical vocabulary to describe the location of places in the continent of Asia- remembering equator, north pole, south pole, northern and southern hemisphere and tropics of cancer and Capricorn learnt in previous years. • Describe how earthquakes are created

	GEOGRAPHY BLOCK 1 (3 weeks)	GEOGRAPHY BLOCK 2 (3 weeks)	Geography BLOCK 3 (6 days across the year)
UNIT	EARTHQUAKES and TSUNAMIS	LIVING OFF THE EARTH'S RESOURCES	CONTINENT STUDY: ASIA
CONCEPTS	**Connectivity** **Sustainability**	**Connectivity** **Sustainability**	**Connectivity** **Sustainability**

NATIONAL CURRICULUM OBJECTIVES	Pupils will be taught to: <u>Locational knowledge</u> • Locate the world's countries, using maps to focus on <u>North America</u>, concentrating on their environmental regions, key physical and human characteristics and major cities <u>Place knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of, and a <u>region within North America (Haiti)</u> <u>Human and physical geography</u> • Describe and understand key aspects of: -physical geography, including earthquakes. - human geography, including: types of settlement and land use, economic activity <u>Geographical skills and fieldwork</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, revise four figure grid references and begin to extend to six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Pupils will be taught to: <u>Locational knowledge</u> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America <u>Human and physical geography</u> • Describe and understand key aspects of: - human geography, including: economic activity including trade links, and the distribution of **natural resources including energy and minerals** <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

GEOGRAPHICAL KNOWLEDGE	In this unit, we learn about the interconnectivity of global communities related to international responses to natural disasters. To know: • How earthquakes and tsunamis are caused. • The Earth is made up of different layers: -the **core** at the centre, which is mainly metal. -the **mantle**, which is mainly rock. -the **crust**, which is the part we can see. • The crust (together with the upper layer of the mantle) is made up of different pieces, called **plates**. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. • Some plates slide past each other, others move away from each other and some bump into each other. • As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an **earthquake**. If the earthquake is beneath the ocean it can create a series of huge waves, called a **tsunami** • Where in the world earthquakes are most likely to happen- identification of the location of plate tectonics and make links to the Ring of Fire. • Where the earthquake epicentres for Haiti (2010) and New Zealand (2010) are located. • The human and physical impact of an earthquake through comparing the impact of two different earthquakes in different economic regions of the world: <u>Haiti and New Zealand</u>	In this unit, we use maps, atlases, globes and digital mapping to locate where natural resources are found across the world. To know: • That a natural resource is a material or substance that is produced by the environment. • About the natural resources on our planet and where they are found across the world. • The UK has a lot of natural resources, minerals including minerals (china clay), metals (tin) and **fossil fuels (gas and oil)** • How fossil fuels are natural resources that are formed from the remains of plants and animals that died millions of years ago. • That much of the world's energy is produced by burning fossil fuels such as **oil**, **coal** and **gas**. They are used to power everything from planes to gas cookers. • the difference between renewable and non-renewable energy sources and which are more sustainable. • That renewable energy is a natural source of energy that will never run out. (hydropower/solar energy/wind energy/geothermal energy (volcanic activity) • Why there are efforts to reduce our reliance on fossil fuels due to the environmental impact. • Burning fossil fuels creates **carbon dioxide** gas, which is damaging to the environment and is making the Earth warmer than it should be. Once fossil fuels are gone they cannot be replaced, so people are now using renewable sources of energy. • Renewable sources of energy are much cleaner to use than fossil fuels because they do not produce harmful gases that cause pollution and climate change. • about minerals – what they are, where they are found and how they can impact a country' wealth.	**CONTINENT STUDY: ASIA** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS

YEAR 6

GEOGRAPHICAL SKILLS (TAUGHT THROUGHOUT THE YEAR)		
KNOWLEDGE & UNDERSTANDING OF PLACES	**GEOGRAPHICAL SKILLS & ENQUIRY**	**HUMAN & PHYSICAL GEOGRAPHY**
• Name and locate the main volcanic regions of the world. • Build on knowledge of countries and main cities learnt so far. • Name and locate on a map environmental regions, countries and major cities of the continent of North America	• Use maps, atlases, globes and digital mapping to locate the lines of latitude and make links between the lines of longitude and time zones. • Revise using 8 compass points to describe locations and major landmarks. • Extend our grid reference skills to using six-figure grid references to locate and describe the location of major landmarks, including hotpots for volcanic eruptions. • Use Ordnance Survey maps to practise using their different features and symbols • Explore scales on maps to measure the distance between different locations • Explain how time zones work and calculate time differences around the world. .	• Describe the human and physical geography of a small region of the continent of North America and compare it with other regions studied. • Use key geographical vocabulary to describe the location of places in the continent of North America • Use key geographical vocabulary to describe the location of places in the world: Remember Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and introduce Arctic and Antarctic Circle, Prime Meridian as further reference points on our globe. • Describe how volcanoes are created • Describe land use and economic activity near volcanoes

	GEOGRAPHY BLOCK 1 (3 weeks)	GEOGRAPHY BLOCK 2 (3 weeks)	GEOGRAPHY BLOCK 3 (6 days across the year)
UNIT	VOLCANOES	MAPPING THE WORLD	CONTINENT STUDY: NORTH AMERICA
CONCEPTS	**Connectivity**	**Connectivity**	

NATIONAL CURRICULUM OBJECTIVES	Pupils will be taught to: <u>Locational knowledge</u> • Locate some of the world's countries, concentrating on volcanic regions, key physical and human characteristics and major cities. <u>Human and physical geography</u> • Describe and understand key aspects of: - physical geography, including volcanoes - human geography, including: types of settlement and land use, economic activity <u>Geographical skills and fieldwork</u> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Pupils will be taught to: <u>Locational Knowledge</u> • Locate the world's countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	

GEOGRAPHICAL KNOWLEDGE	In this unit, you will build upon your knowledge of the Earth's crust by exploring volcanic activity around the world. You will consider the positive and negative aspects of living within a volcanic region. To know: • That the word 'volcano' comes from the Roman name Vulcan who was the Roman god of fire. • How volcanoes are formed. A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape. • That magma is molten rock- rock that is so hot it has turned to liquid. When magma reaches the surface of the Earth it is called lava. • There are 3 types of volcano on Earth: active, dormant (Arthur's seat in Edinburgh) or extinct. • Where volcanoes are located across the world - Largest active volcano is Mauna Loa in Hawaii - West Mata Volcano under the Pacific Ocean - Mount Etna – Sicily Italy. - Eyjafjallajokull - Iceland • What causes volcanoes to erupt. Most volcanic eruptions are caused by tectonic plates moving towards each other. • The impact a volcanic eruption has on the surrounding environment. • That Volcanoes can, however, help people living near them earn money by bringing in tourists to the area and improving the soil so that crops can be grown	In this unit, you will develop your map skills in a range of contexts. To know: • How to identify the position and the significance of the lines of longitude and latitude on a map • To help locate where a place is in the world, people use imaginary lines: • how to find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the Equator. • How to find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom. • How to identify and the significance of the Northern Hemisphere and Southern Hemisphere • The **Equator** is at the centre of the lines of latitude and is at 0° latitude. • Anything lying south of the Equator is in the **Southern Hemisphere** and is labelled °S. Anything lying north of the Equator is in the **Northern Hemisphere** and is labelled °N. The North Pole is 90° N and the South Pole is 90° S. • The region of the Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge. • The position Arctic Circle and Antarctic Circle • The Antarctic Circle is a line of latitude that circles the Earth near the South Pole and which countries within this. • The Arctic Circle is a line of latitude that circles the Earth near the North Pole and which countries within this. • How to identify and the significance of of the Prime/Greenwich Meridian Line and time zones (including day and night) • There is an imaginary line running through the UK called the **Prime Meridian**. It runs through a place in London called **Greenwich**. This line is labelled 0° longitude. • **Time zones** are divided by imaginary lines called **meridians** which run from the North Pole to the South Poles • Time in countries to the east of the Prime Meridian is always in front of that in the UK. • Time in countries to the west of the Prime Meridian is always behind that of the UK. • As the Earth rotates on its **axis**, the Sun only shines on the side of the Earth that it is facing. This means: - it is **daytime** for the parts of the Earth that have the Sun shining on them - it is **night-time** for places that are on the opposite side of the Earth and are in the shade • As it is night in some parts of the world while it is day in other parts, different places in the world have different times. This is why the world is divided into **24 different time zones**. One for each hour in a day. • Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones. Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.	**CONTINENT STUDY: NORTH AMERICA** DAY 1: LOCATION DAY 2: CULTURE DAY 3: ARTIST FOCUS (SEE ART LTP) DAY 4: CLIMATES AND LANDSCAPES DAY 5: PLANTS AND ANIMALS (BIOMES) DAY 6: NATURAL AND MANMADE LANDMARKS