St Paul's Catholic Primary School Subject: Geography Leader: Joshua Caves

KS1 needs to be on an A and B curriculum, due to mixed classes.

A curriculum - 2022 - 2023
B curriculum - 2023 - 2024.

Our Vision:

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love.

Our curriculum is rooted in a rich knowledge and understanding of our history and heritage, our culture and community and our local challenges and opportunities. Our intent is to make a real difference to children's lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

We seek to develop our children's awe and wonder, their self confidence and their ability to be an 'agent of change'. We want our children to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.

The intent of our Geography Curriculum at St Paul's

Our high-quality Geography education at St Paul's aims to inspire pupils' curiosity to know more about the world and its people. Pupils will develop the fundamental Geography skills that are need for them to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential and receive the essential knowledge that will remain with them for rest of their life.

The aims for implementation of our curriculum for Geography at St Paul's

To ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time.
- Pupils are competent Geographical explorers, using "fieldwork" and "enquiry" to find out about places in an increasingly independent way, using
- Pupils will develop a progressive range and development of mapping skills and vocabulary to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Pupils will be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
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Reception EYFS:

During the Early Years Foundation Stage, children will develop their geographical understanding through child-initiated and adult-initiated activities in their continuous provision. At St Paul's we place a large emphasis on developing children's vocabulary through high-quality and rich texts and first-hand experiences. Regular opportunities for outdoor learning provide opportunities to develop children's understanding of the changing seasons and different weather conditions. Reception children have a regular 'welly Wednesday' where they explore the local environment of our own school and grounds. During the autumn term children will begin their geographical learning journey by exploring the geography of our own school and grounds, before progressing onto exploring the local area during the Spring term. Once children have a secure geographical understanding of the area in which they live, they will begin to explore contrasting environments from around the world during the Summer term.

Early Years Foundation Stage Framework (2021)

Educational Programmes: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World
Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Term/ Year group	Autumn Term:	Spring Term:	Summer Term:

Year 1 and Year 2 (2022-2023)	**You're Great Britain - Why is Britain Great?**	**Hot and cold deserts - What is climate?**	**Kenya - What is it like to live in Kenya compared to Plymouth?**
Overview of the unit:	In this unit the children look at a contrasting UK locality. Children learn the four countries and capital cities of the United Kingdom and the surrounding seas. They look at physical and human features of capital cities and use simple maps to plan a day out in each city at different times of the year. They will begin to express views and opinions about places. They will use bee bots to follow directions.	In this unit the children will think and learn about geographical features of the climate , both human and physical. Children will learn about the environment; finding out where they are located in the UK. The children will use maps, aerial photographs, beach webcams and develop their geography vocabulary.	This unit explores Kenya and compares it to Plymouth. The children use aerial photos, maps, plans, globes and other sources of information to find out about a small area of a non-European country and to compare and contrast with Plymouth. Climate and time zones will also be mentioned.
Key knowledge (substantive):	My home, our school and our community is at the local scale, UK and countries are at the national scale (lesson 1) The UK is made of four countries: England, Scotland, Wales and Northern Ireland. The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland) (lesson 2) Rural means countryside, urban means towns and cities Features in rural areas include farm, hill, mountain, forest and river (lesson 4) Features in urban areas include office, shop, house, factory (lesson 5) Coastal areas are areas of land that are near the sea. They can be rural or urban Features in coastal areas include beach, cliff, harbour and port (Lesson 6)	The weather is short-term. Climate is long-term summary of the weather conditions (Lesson 1) Precipitation is the fall of water as rain, sleet, snow or hail (Lesson 2) Deserts are places where there is very little precipitation. Hot deserts have a very hot and dry climate. Cold deserts have a very cold and dry climate. (lesson 3) Hot and cold deserts are found in all continents and vary in size. Hot deserts are usually found near the Equator. Cold deserts are usually found near the North and South Poles. (lesson 4) There are similar and different physical features in hot and cold deserts (Lesson 5) There are few human features in hot and cold deserts (Lesson 6)	There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica) (lesson 1) While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (lesson 2) The equator is an imaginary line across the earth (lesson 3) • The North Pole and the South Pole are at the top and bottom of the Earth (lesson 4) Kenya is a country in Africa There are poorer and wealthier areas in every city (lesson 5) Human and physical features of Nairobi and local city in UK (lesson 6) Human and physical features of Naro Maru and local rural area in UK (lesson 7)
Key knowledge (disciplinary)	Identify land and water on a map	Identify similarities and differences between	Use an atlas to find the right map

	Identify country boundaries on a map Geographical scale: Our country is at the national scale Location & place: Countries and capital cities of the UK; some human and physical features of the UK Interconnections: Humans are affected by physical features everyday (e.g. weather)	two non-local places Using map types: • Satellite image (Google Earth) in a plan view. Location & place: Locating hot and cold deserts across the world Geographical scale: Some physical features – like rivers or deserts – span local, national and even global scales Interconnections: Human features are often shaped by physical features	A globe is a round map of the Earth Use and interpret 2 compass points (N and S) Using map types: Infant atlas and a Globe Location & place: Seven continents; Equator, North Pole and South Pole Location & place: Comparison of areas in UK with areas in contrasting non-European country (Kenya) Geographical scale: Continents are at the global scale Geographical scale: When making comparisons, the two places need to be at the same scale
National Curriculum objectives by the end of the Key Stage	Key stage 1 Pupils should develop knowledge about the United Kingdom. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness. Pupils should be taught to: Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography Human and physical geography use basic geographical vocabulary to refer to: key physical features, key human features Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location on a map use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key		

Term/ Year group Year 1 and Year 2 (2023 -2024)	Autumn Term: **Welcome to our world - What are the key features of the continents?**	Spring Term: **Home Sweet Home - How can I improve the local area I live in?**	Summer Term: **Wonderful Weather - What is Weather?**
Overview of the unit:	In this unit the children learn about the 7 continents and 5 oceans that make up the World. Pupils will then dive in and be geography detectives and learn about each continent in depth. They will use globes and they will place the shapes of the continents onto a map. They continue to develop their mapping skills using a range of resources and begin to use grid references using the 'what3words' app. They need to know which direction is North on an OS map and find a given OS symbol. They will use beebots to follow directional instructions on a world map.	The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment as well as keeping a weather log. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising and taking photos of the main features and landmarks in their locality. They will use this knowledge to also create their own story maps adding their own symbols.	This unit will teach pupils about the different types of weather in their immediate environment. The children have the opportunity to build on their knowledge from their first unit in Year A. The unit will introduce the children to hot and cold areas of the world and the impact of different weather types. Children will be given opportunities to observe and record the weather and present their own weather forecasts.
Key knowledge (substantive):	A continent is any of several large landmasses (Europe, Asia, Africa, North and South America, Australia, Antarctica) (lesson 1) There are five oceans of the world (the Atlantic Ocean; the Pacific Ocean; the Indian Ocean; the Southern Ocean; the Arctic Ocean. (Lesson 2) Europe is the second-smallest continent, and it could be described as a large peninsula or as a subcontinent. Europe is the western	We live on the Earth (lesson 1) My home, our school and our community is at the local scale.(lesson 2) Human settlements can be a city, town, or village, depending on their size. (lesson 3) Human features are man-made, physical features are those that would be there without humans (lesson 4) Human features in my local area (lesson 5) Physical features in my local area (Lesson 6)	The UK and our local area have daily weather patterns. (Lesson 1) Weather is a description of what the conditions are like in a particular place (lesson 2) Examples of weather include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightning) (lesson 3) We can gather information about the

	portion of the Eurasian landmass and is located entirely in the Northern Hemisphere. Several larger islands belong to Europe, such as Iceland or the British Isles with the UK and Ireland. (Lesson 3) The Americas consists of two continents, North America and South America. Central America, the Caribbean and Greenland are considered part of North America (Lesson 4) Asia is the largest of the five continents on Planet Earth in area and population. The term Asia refers conventionally to the eastern portion of the Eurasian landmass (Lesson 5) Africa is the second-largest continent in the world in both area and population. It is an almost entirely isolated landmass with only a small land bridge in the northeast, connecting the African Mainland with Western Asia (Lesson 6)		weather in a particular place (Lesson 4)
Key knowledge (disciplinary)	Identify land and water on a map • Use an atlas to find the right map A globe is a round map of the Earth Use and interpret 2 compass points (N and S) Identify country boundaries on a map <u>Location & place</u>: Seven continents; Equator, North Pole and South Pole <u>Geographical scale</u>: Continents are at the global scale	A plan view is the view of an object or place from above Look down on objects to draw a plan view of them Draw a route on a map and label features in correct order Interpret and give locations and directions using left and right Recognise simple hazards and steps we can take to avoid them Draw a basic field sketch of one area Observe and name features in the environment <u>Using map types:</u> Simple map (Google maps) in a plan view <u>Geographical scale</u>: Our community is at the local scale	• Identify patterns (in the weather) Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2) Draw a sketch map of a route with some approximate scale and features in correct order <u>Use and interpret 4 compass points</u>

National Curriculum objectives by the end of the Key Stage	Key stage 1 Pupils should develop knowledge about the United Kingdom. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness. Pupils should be taught to: Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography Human and physical geography use basic geographical vocabulary to refer to: key physical features, key human features Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location on a map use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key

Term/ Year group Year 3	Autumn Term: Europe - **Where is Europe?**	Spring Term: **Mountains - What are the advantages/disadvantages of living on a mountain?**	Summer Term: **Rainforests - Why are rainforests important to us?**
Overview of the unit:	In this first unit, Year 3 are building on all of their prior knowledge from Year 3. They will link their learning about continents. Year 3 will look at the continent Europe. They will look at four different locations in Europe and learn about the physical and human features in both. Pupils will develop an understanding of positive and negative actions.	In this unit, pupils will develop an awareness of the Earth's structure. They will explore the main layers of the earth and look at tectonic plates. Pupils will develop their understanding of the different types of tectonic plates. Pupils will learn how volcanoes and Mountains are formed due to the effect of tectonic plates. Year 3 will explore the different types of volcanoes and the products of a volcano. Lastly, Year 3 will conduct a study looking at how volcanoes could be seen as a positive.	In this Unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. Pupils will learn about the benefits of a rainforest and why they are important for Humans.
Key knowledge (substantive):	Europe is made up of 50 countries; Russia is split across Asia and Europe (Lesson 1) The Alps stretch across France, Italy,	The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The	Rainforests are forests that are found in places with high temperatures and lots of precipitation (Lesson 1)

	Switzerland, Austria and other countries. The Lake District is a National Park in England (Lesson 2) The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast (Lesson 3) Bournemouth is located on the south coast of England, and there are a variety of human and physical features there (Lesson 4) We can categorise effects into social, economic and environmental. Tourism is the business of supporting and encouraging people to visit a place for fun (lesson 5) The four locations experience positive impacts (social and economic) and negative (environmental and social) from tourism Many people in the four locations rely on tourism, and there are ways that it can be managed responsibly (Lesson 6).	upper part of the mantle and the crust combine to make the lithosphere. lesson 1) The lithosphere is split into tectonic plates. Because the mantle is semi-liquid, these big plates move over each other. Tectonic plates can be oceanic or continental. They meet at a plate boundary (lesson 2) Fold mountains are formed when two continental plates move towards each other and collide. Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other (Lesson 3) There are two main types of volcano: shield volcano (two plates move away) and composite volcano (oceanic and continental plates move together), which each have different features Shield and composite volcanoes can be active, dormant or extinct. (Lesson 4) Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars (Lesson 5) Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water La Soufriere is a volcano in St Vincent that erupted in early 2021, causing much of the Caribbean island to be covered in ash. The eruption has many negative effects. Etna is a volcano on the island of Sicily, in Italy. It is very active but living near it has lots of benefits (lesson 6)	They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) (Lesson 2) Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor. Each layer of the rainforest has different types of plants and animals that live there (lesson 3) • Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species (Lesson 4) Chopping down trees is called deforestation. Deforestation of the Amazon rainforest in Brazil is making way for agriculture, to improve Brazil's economy (lesson 5)
Key knowledge (disciplinary)	Say whether a map is at the local, national	World maps can be drawn from different	Draw an object to scale.

	or global scale. Spatially match locations on maps of different scales. Identify a range of political and physical boundaries Using map types: Junior atlas Location & place: Locating countries (including Russia) in Europe; Human and physical features of the Amalfi Coast and the Alps Interconnections: There are similarities and differences between places, even if they have similar physical and/or human features Geographical scale: Recognise maps at the local, national and global level and select the most appropriate ones	perspectives, including the Pacific-centred map • An elevation view is the view of an object or place from the front or side • An oblique view is the view of an object or place from diagonally above • Explain similarities and differences, using geographical knowledge Location & place: Locating volcanoes across the world; location and effects of eruption at La Soufriere (Saint Vincent) and Etna (Italy) Geographical scale: The effects of physical features – like volcanoes – can be felt at the local, national and even global scale	Recognise that people have differing opinions about environmental issues. Interconnections: Human activity can affect physical features (e.g. deforestation of Amazon)
National Curriculum objectives by the end of the Key Stage:	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied		

	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Term/ Year group Year 4	Autumn term : **Rivers - Why are Rivers important to us?**	Spring term : **The UK - How has the UK changed over time?**	Summer Term: **Our Local Area - Our Local National Park Dartmoor**
Overview of the unit:	In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time,. Children will learn the names and locations of the major rivers of the UK and the world.	In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time.	During this unit the children will have opportunities to find out more about their local area. Using different sources and fieldwork skills the children will look at settlements and land use. The children will express views and opinions about current issues affecting their locality.
Key knowledge (substantive):	Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans (lesson 1) Rivers travel from highland areas (the source) to lowland areas (the mouth) (Lesson 2) The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. There are five oceans in the world. These are larger than seas. The seas around the UK flow into the Atlantic Ocean. (Lesson 3) The two biggest rivers in England are: Thames London river that is184 miles long; Seven's Britain's longest river (220 miles) running from Wales to Bristol (lesson 4) Human features around rivers include valleys, mountains, hills and vegetation (Lesson 5) Land use is how land is used by humans. Land use is often different around rivers and coastal areas (Lesson 6)	The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales (Lesson 1) The British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland. England and the UK are split into regions. Regions in England and the UK are split into counties (Lesson 2) There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) (lesson 3) Here pupils will look at the physical features of the UK and explore different mountains in the UK. The three longest rivers in the UK are the Severn, Thames and Trent (lesson 4) Here pupils will look at the three longest rivers in the UK and explore the Physical features of	What is a National Park? National Parks attract millions of visitors a year. Know where National Parks are and why they are important. National parks are areas of great natural beauty that give the opportunity for recreation. (Lesson 1) Where is Dartmoor? Dartmoor is an upland area in southern Devon, England. The moorland and surrounding land has been protected by National Park status since 1951.(Lesson 2) What is Dartmoor like to live in? Dartmoor has a temperate climate which is generally wetter and milder than locations at similar height in the rest of England. Dartmoor has a resident population of about 33,000, which grows considerably during holiday periods with incoming tourists (Lesson 3) How was Dartmoor formed? he history of

		the UK. Settlements can be hamlets, villages, towns and cities, depending on their size (Lesson 5) Here pupils will explore different human features (settlements) why they are different depending on the size of the village town and city. • Physical features of the SOuth West (or other region) include mountains, hills, forests, cliff, beach, river, and valley (lesson 6) Human features of the South West (or other region) include national parks, hamlets, villages, towns and cities, factories, offices (lesson 7) Land use in the South has changed over time (green space is filled; towns have become larger	Dartmoor stretches back over millions of years. As you look around the rolling hills and heather moorland that makes Dartmoor so unique, it's hard to believe that this idyllic landscape was created by violent volcanoes, tropical climates and ice ages. (Lesson 4) What physical features can be found on Dartmoor? **Valles** (A valley is a long depression, or ditch, in Earth's surface. It usually lies between ranges of hills or mountains), **Rivers** (Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity) and Tors and Morelands (Lesson 5) What Human features can be found on Dartmoor? Use the Human features timeline at https://www.dartmoor.gov.uk/enjoy-dartmoor/human-timeline (Lesson 6)
Key knowledge (disciplinary)	<u>Using map types:</u> Photographs of places in a plan view <u>Location & place:</u> Human and physical features around a local river <u>Location & place:</u> Seas surrounding the UK <u>Location & place</u>: Five oceans	Use and interpret 8 compass points Identify county boundaries on a map Give and interpret standard OS symbols Political maps show human boundaries and features; physical maps show physical boundaries and features <u>Using map types:</u> OS maps Physical maps <u>Location & place:</u> Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK.	Build on prior knowledge of UK countries and counties by using maps. Relate to 4 point compass directions. Label counties, towns, National Parks, tors and rivers. Use maps to locate specific National Parks. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Undertake surveys. Conduct investigations. Classify buildings. Use recognised symbols to mark out local

			areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location		

Term/ Year group Year 5	Autumn Term: **The angry Earth - Why and where do earthquakes occur?**	Spring Term: **South America - Where is South America with a particular look at Brazil.**	Summer Term: **Trade and Economics - Where does our food come from?**

Overview of the unit:	As part of this unit pupils will look at world maps and globes to identify and locate the main tectonic plates. They will then use different sources to research how and where earthquakes occur before investigating why most earthquakes occur in California and Alaska. The children will collect data on earthquakes and their scales and present this in graph form.	The lessons will lead the pupils on a voyage of discovery to South America as they learn about the countries, culture and geography of this fascinating continent. They will learn about the climate, the geographical features, the industries and the people of South America through a range of fun activities, giving them an insight into how life in South America is different to life here in the UK.	In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links , finding out about goods imported. The children will look at the benefits of trading internationally, as well as the risks to this area
Key knowledge (substantive):	An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries (Lesson 1) Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an oceanic plate is being forced under the continental plate (where some volcanoes are formed) (Lesson 2) The focus is the point inside the lithosphere where the earthquake came from; the epicentre is the point on the Earth's surface above. The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage (Lesson 3) Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects (lesson 4) Countries in the world can be classified as low-, medium- or high- income countries (LIC, HICs). They appear in all continents. Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011 (Lesson 5)	South America is made up of 12 countries and two territories (Lesson 1) Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries (Lesson 2) Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands. (Lesson 3) Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter gatherer. (Lesson 4) Rio de Janeiro is one of the largest cities in the Brazilian highlands, Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists (Lesson 5) Lines of longitude and latitude are imaginary lines that help us locate places on Earth.	Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Lesson 1) The UK imports food from across the world. There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. (Lesson 2) We import different products from different countries but we import lots from El Salvador. El Salvador is located between the equator and the Tropic of Cancer. CAFOD support the people in El Salvador (case study) (lesson 3) Fair trade is a way of making sure that farmers are paid a fair price for the food they grow (Lesson 4)

	Humans can minimise the effects of earthquakes with earthquake- proof buildings, evacuations and having earthquake survival kits (lesson 6)	Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres (Lesson 6)	
Key knowledge (disciplinary)	Locate places and features using letter and number coordinates on a map Location & place: Location and effects of earthquakes in Haiti/Japan Geographical scale: While physical effects are felt most at the local or national scale, the response can be at the global scale Interconnections: Humans adapt to living in earthquake-prone areas Interconnections: There are similarities and differences between LICs, MICs and HICs	Using map types: Junior atlas Location & place: Locating countries in South America Location & place: Physical and human features of Brazil Location & place: Lines of longitude and latitude	Locate places using 4-figure grid references Express opinions about environmental issues with reasons Location & place: Locating countries in North America Geographical scale: Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global Interconnections: Many places at the local, national and global scale rely on trading with other places across the world
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography.		

	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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Term/ Year group Year 6	Autumn Term: **North America - What is it like to live in North America?**	Spring - **Water - Can water be trusted or is it a foe?**	Summer Term: **Climate - How does Climate differ across the world.**
Overview of the unit:	During this unit, the children will voyage across the Atlantic as they discover the continent of North America and all its amazing countries, cities and landscapes. The children will identify the 23 countries of NA from the vast lands of USA down through central America and onto the Caribbean islands. On the way they will explore the various geographical features of different areas of North America and compare them with their own locality.	During this unit, pupils learn about the amount of water on Earth is constant. Pupils will explore the water cycle and the idea that the majority of Earth's water is saltwater. Pupils will recap their learning from year 4 about rivers. They will build on this by learning about the three river processes : erosion, transportation, deposition.	During this unit, pupils learn about the sim main climate zones in the world. Pupils will learn what a biome is and explore the animals (fauna) and plants (flora) that live there. Pupils will build on their knowledge of climate change and what they can do to stop this.
Key knowledge (substantive):	Pupils to identify the identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. There are 23 countries in North America. (Lesson 1) A capital is a city where a region's government is located. This is where government buildings are and where government leaders work. There are 23 countries in North America and 23 capitals.	The amount of water on Earth is constant. The Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is where water collects in lakes or rivers and is taken back to sea (Lesson 1) Saltwater is a solution of salt dissolved in water. Freshwater has little or no salt	Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains (Lesson 1) Climate zones are usually found in more than one continent; and continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much

	(Lesson 2) There are different human and physical features. Physical features include: Grand Canyon and Nigara falls. Humans features include: The Panama Canal and the Hoover Dam. (Lesson 3) North America has a variety of climate, from the dry, bitter cold of the Arctic to the steamy heat of the tropics (lesson 4) With a total area of almost 3.8 million square miles, the United States is approximately 40 times the size of the United Kingdom, which itself is comprised of four countries: England, Scotland, Wales and Northern Ireland. (Pupils to compare an area of NA with the UK) (Lesson 5)	dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles. The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others (Lesson 2) A river has three courses: upper, middle and lower. The structure of a river during upper, middle and lower (Lesson 3). Three river processes : erosion, transportation, deposition. Waterfalls in the upper course, when the water erodes soft rock. Meanders form in the middle course, by erosion and deposition. Floodplains form in the lower course, by deposition. (Lesson 4) Land use includes agriculture (including fishing), recreational (including tourism), residential, industry, defence and transport There are similar and different land uses along different stretches of the rivers Mississippi, Danube and Severn (including poor/wealthy, rural/urban areas) (Lesson 5/6)	higher population density than others (Lesson 2) Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt): tundra, tropical rainforests, coral reefs, temperate forests and hot deserts Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, brown longeared bats southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, reef shark (Lesson 3) Vertical lines called meridians split the Earth is split into 24 different time zones. Each time zone is a number of hours ahead or behind London, at the Prime Meridian. Some countries are too large for one zone and operate in multiple time zones (Lesson 4) Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and climate change both happen naturally but both have been accelerated by human activity (Lesson 5) Global warming is caused by too many greenhouse gases in the atmosphere from burning fossil fuels, agriculture, deforestation We can prevent further

			climate change by using less electricity, reforestation and afforestation, and by using less and recycling more. If humans do not act now, global warming and climate change will continue and have major impacts (Lesson 6)
Key knowledge (disciplinary)	Using map types: Junior atlas Location & place: Locating countries in North America Location & place: Physical and human feature of North America Location & place: Lines of longitude and latitude Location & place: Climate, time zones and biomes across the world	Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units) Location & place: Human and physical features around a local river and Danube, Mississippi and Severn rivers Location & place: Distribution of the world's water	The Mercator projection is what is commonly use but distorts continents to make European countries look larger. Peters projection shows continents on a more accurate scale Interpret and construct climate graphs Using maps: Thematic maps (showing climate zones and population density)
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork:		

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