Geography
Curriculum Progression of the Knowledge Essentials

Geography Curriculum

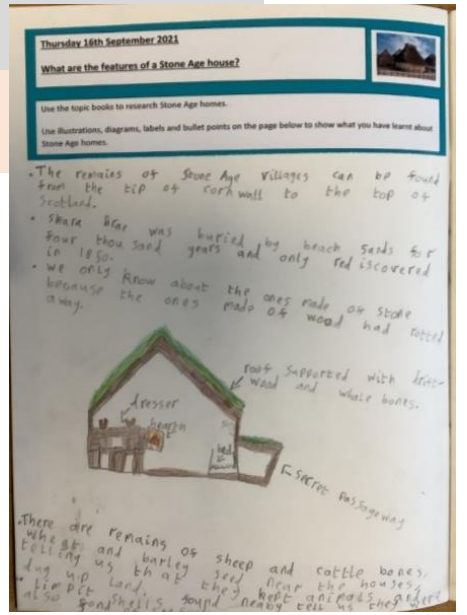
Knowledge Rich Curriculum

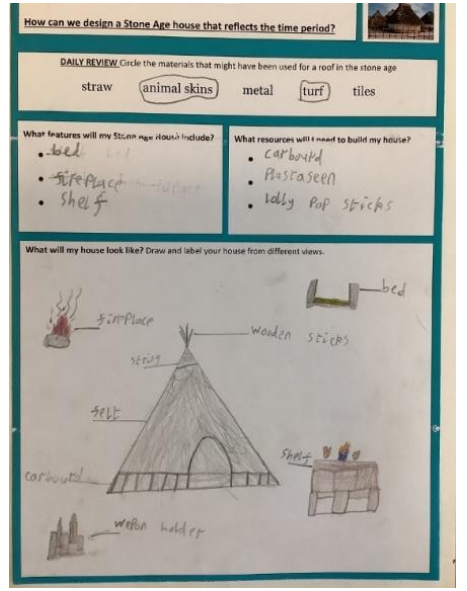
Knowledge has driven the philosophy in developing the Geography curriculum. The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow. This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics supported by Practice and Retrieval strategies.

In designing the curriculum, we have considered a broad range of knowledge forms with a focus on being able to articulate substantive and disciplinary knowledge:

- **Substantive knowledge** sets out the content that is to be learned. This is presented though 4 interrelated forms:
  - locational knowledge
  - place knowledge
  - human and physical processes (the geography community also includes 'environmental' as part of this)
  - geographical skills.
- **Disciplinary knowledge** considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

The Geography curriculum reflects careful thinking as to what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. As a result, pupils know more, remember more and can do more.

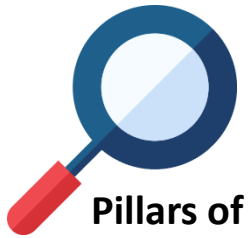




Geography Curriculum

How is the Geography Curriculum Organised?

The subject has been planned with three key lenses – Pillars of Learning, Key Strands and Key Concepts.



Pillars of learning

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geography Skills and Fieldwork

Strands

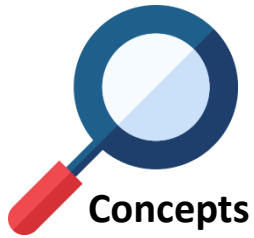
Place

Space

Sustainability

Change

Vocabulary



Concepts

Cultural Diversity

Cultural Awareness

Place

Scale

Physical and Human processes

Interdependence

Sustainable Development

Physical and Human processes

Environmental Impact

Cultural Awareness

Environmental Impact

Physical and Human processes

Geography Curriculum

What are the Geography Pillars of Learning?

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geography Skills and Fieldwork

Geography Curriculum

How is the geography curriculum organised?

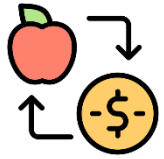
EYFS	Understanding of the World		
Year 1	Our Local Area – What is it like here?	The United Kingdom	What is the weather like?
Year 2	Our wonderful world – 7 Continents and 5 Oceans	Marvellous Map Skills	Sensational Safari - Kenya
Year 3	Rivers	Land Use	Counties of the UK
Year 4	All Around the World	Rainforest	Extreme Earth (Volcanoes and Earthquakes)
Year 5	South America	Mountains	Enough for everyone: energy, food and trade
Year 6	Europe Including Russia	Our Changing World	North America

How our units of work are mapped out:

Our units are designed to progressively develop knowledge and understanding as well as deepening pupils' critical thinking and geographical enquiry. We have carefully thought about what is to be taught, the rationale for it, the sequencing of learning and the relationships between the forms of knowledge. With this in place, pupils know, remember and be able to do more.

Geography Curriculum

How is the geography curriculum organised?

EYFS	1	2	3	4	5	6
 Understanding of the World	 Our Local Area	 Continents and Oceans	 Rivers	 Our World	 South America	 Europe including Russia
	 The United Kingdom	 Marvellous Maps	 Land Use	 Rainforest	 Mountains	 Our Changing World
	 The Weather	 Africa and Kenya	 The Counties and Regions of the UK	 Extreme Earth – Volcanoes and Earthquakes	 Enough for everyone: energy, food and trade	 North America

Geography Progression

Strands of Progression – Place

Nursery

Describe places that are important to them i.e. school.
Talk about local environments (e.g. park)
Know that there are different countries in the world.

Reception

Name towns, cities and countries with familiar links.
Talk about local environments.
(place)

Year 1

Locate UK countries and capital cities on a UK map.
Locate Ackworth and our local area on map.
Locate and compare Ackworth and Tanzania on a world map.
(place and scale)

Year 2

Locate the world's oceans and continents on a world map.

Describe the location of Africa using compass references, seas or oceans.
(place and scale)

Year 3

Identify a village, town and a city in South Yorkshire.
Locate the five primary rivers in Europe on a map.
Define a county and identify their purpose.
(place, scale and cultural awareness and cultural diversity)

Year 4

Identify where in the world there are rainforests.

Locate countries that are on the opposite side of the world to the UK.
Identify the equator and countries that are located along it.

Use a topographical map and atlas to map mountain ranges.
(place, scale and cultural awareness and cultural diversity)

Year 5

Locate and compare the position of two places in the world on a globe: South America and the UK.

Locate and compare Ben Nevis, Mount Snowdon, Scafell Pike to Ackworth.

(place, scale and cultural awareness and cultural diversity

Year 6

Locate and compare the position of at least two places in the same continent: Europe including Russia.

Locate and compare the position of at least two places across the world on a world map: North America
(place, scale and cultural awareness and cultural diversity)

Geography Progression

Strands of Progression – Space

Nursery

Identify simple features on a map.
Explain features of other homes.

Reception

Identify the similarities and differences between homes in other countries.

Use pictures to compare and contrast environments around the world.

Briefly explain the difference between human and physical features.

Year 1

Describe the human and physical features of a village.
Describe the human and physical features of a town.
Identify and compare the weather in Ackworth and Mara, Tanzania and recognise the significance of the equator.
(Physical and Human processes)

Year 2

Describe the human and physical features of Spain.

Match human and physical features to the correct continent.
(Physical and Human processes)

Year 3

Research the human and physical features in your local area including a local river.

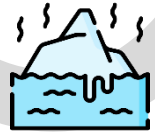
Identify different human and physical features of your region (South Yorkshire).

Explain how natural and human resources impact on where people choose to settle in the UK.
(Physical and Human processes and interdependence)

Year 4

Describe similarities and differences between the weather in the UK and the Tropics.

Discuss and consider what life would be like in the Arctic Circle.
(Physical and Human processes)



Year 5

Explain the physical features/characteristics of the Amazon rainforest.

Explain the natural resources that can be sourced there.

Identify human and physical features of South America and compare with Europe.
(Physical and Human processes and interdependence)

Year 6

Locate physical features of UK on a map and compare with Lake District (England) and the coast of the North Sea (Scotland).

Describe how human features can have physical impacts. (Hoover Dam)

Compare the human and physical geography of Eastern and Western Europe.

(Physical and Human processes and interdependence)

Geography Progression

Strands of Progression – Sustainability

Nursery

Recognise that it is important to save our world by looking after it as best we can.
(sustainable development)

Reception

Recognise that it is important to save our world by looking after it as best we can.
(sustainable development)

Year 1

Recognise that it is important to save our world by looking after it as best we can.
(sustainable development)

Year 2

Discuss the importance of tourism.
(sustainable development and environmental impact)

Year 3

Research and record data about how transport is used in your local area.

Explain the impact of trade between cities of Europe.
(sustainable development and environmental impact)

Year 4

Identify the importance of the amazon rainforest.
(sustainable development and environmental impact)

Year 5

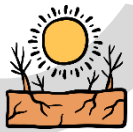
Analyse the impact of humans using natural resources from the rainforests and suggest more sustainable ways to acquire the resources that humans need.

Describe the four main sources of power and design a renewable energy home.
(sustainable development, Physical and Human processes and environmental impact)

Year 6

Analyse the impact of global warming globally and identify ways we can manage the impact of it.

Discuss the impact of tourism on Spain economy.
(sustainable development, Physical and Human processes and environmental impact)



Geography Progression

Strands of Progression – Change

Nursery

Identify that rain brings water (flooding) and sunshine brings dry weather (drought)
(Environmental impact)

Reception

Identify that rain brings water (flooding) and sunshine brings dry weather (drought)
(Environmental impact)

Year 1

Relate to weather changes and differences in weather compared to Tanzania.

Identify how the human and physical features change depending on weather, money and needs of people.
(Environmental impact and Physical and Human processes)

Year 2

Relate to tourism and comparison of UK life with life in Kenya.
(Environmental impact and Physical and Human processes)

Year 3

Explain how land use patterns have changed over time
(Environmental impact and cultural awareness)

Year 4

Discuss and consider how and why The Amazon rainforest is changing.
(Environmental impact and Human Physical processes)

Year 5

Explain the impact of humans on natural resources in the world (rainforests). Consider the impact on the world if this trend does not slow down.

Discuss the needs of people 1000 years ago, 100 years ago and now. Consider how they have changed.
(Environmental impact and Human Physical processes)

Year 6

Explain how global warming is changing our world.

Discuss and consider how the arrival of the Europeans impacted the lives of Native Americans.

Identify how the gold rush altered the environment.
(Environmental impact and Human Physical processes)

Geography Curriculum – EYFS Nursery

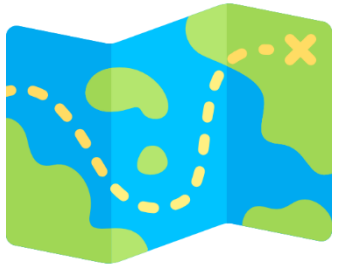
Understanding the World – People, Culture and Communities

Autumn

- Know what a map is used for
- Know that we live in Ackworth which is in a country called England
- Know what type of building I live in (house, flat, bungalow)
- Articulate what daily life is like for me in our country
- Talk about what I see in my own environment (school/home) using a wide vocabulary

Spring

- Talk about local environments (their road, the park, the library)
- Use pictures to explain what life may be like for children in other countries.

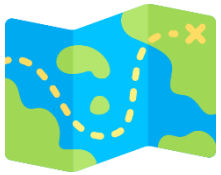


Summer

- Identify simple features on a simple map – in familiar environments such as the classroom and outdoors
- Know that there are different countries in the world
- Explain features of other homes

Essential Vocabulary

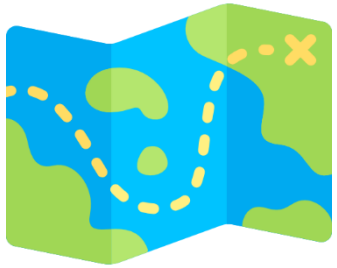
Nursery



Map	Local Area	The world
Ackworth	Man-made	Other countries
England	Natural	River
Country	Nature	Mountain
House	Same	Hill
Flat	Different	Road
Bungalow	Weather	Pond
	Autumn	Field
	Winter	
	Spring	
	Summer	

Geography Curriculum – EYFS Reception

Understanding the World – People, Culture and Communities



Autumn

- Identify features on a simple map – in familiar environments such as the classroom and outdoors
- Know there are different countries in the world
- Know that different countries have different homes
- Use pictures to explain what life may be like for children in other countries
- Talk about local environments (their road, the park, library)

Spring

- Use maps to locate objects in 'real life'
- Ask questions about the world and enjoy looking at maps and globes
- Identify similarities and differences between homes in our country
- Make comparisons between life for children in this country and other countries
- Recognise some environments that are different to the ones in which I live

Summer

- Briefly explain the difference between human and physical features – which items can and can't be moved
- Name towns, cities and countries with familiar links
- Identify similarities and difference between homes in other countries
- Make comparisons between life for children in this country and other countries
- Use pictures to compare and contrast environments around the world

Essential Vocabulary

Reception

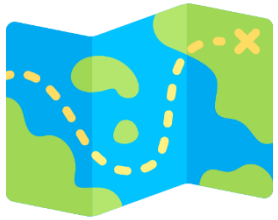


Photo Maps Mapping Environment Features Map Local Area Map Country

Antarctica Desert Seasons Country Landscape Google Maps Community Sea Ocean

Community Church Park Shops Landmarks Hot Cold City Town Human Physical Mountains River

Year 1 – Locational Knowledge

The Weather – The UK

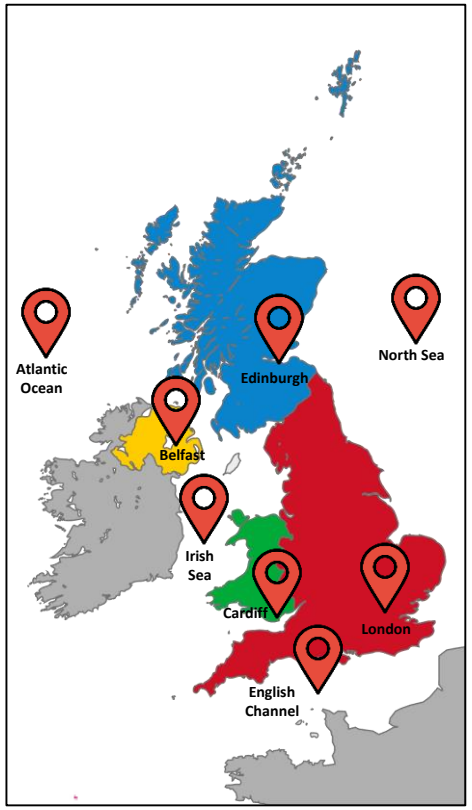
Our Local Area - Ackworth

The United Kingdom

The United Kingdom - Brasilia

Our Local Area - Tanzania

The Weather – Tanzania



Our Local Area – What is it like here?

Year 1

Key Questions to be answered during unit:

- What are the human geographical features where I live?
- What are the physical geographical features where I live?
- What is a map?
- How do maps help us?
- How do the features of Ackworth compare to the features of Mara in Tanzania?

Themes explored in Y1:

- Name and locate Africa as one of the seven world continents.

- Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom, and a small area in Tanzania.

- Use basic geographical vocabulary to refer to physical features (hill, river, forest) and human features (city, town, village, church, farm, house).

- Use aerial photographs to recognise where we live, landmarks and basic humans and physical features; devise a simple map. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Use simple compass directions (North, South, East and West) to describe the location of features.

Key vocabulary:

Ackworth, **Village**, **Town**, **City**, **Human Geography**, **Physical Geography**, Geography, **man-made**, natural, **Africa**, **continent**, features, **map**, photograph, **aerial photograph**, forest, hill, **river**, farm, house, shop, home, **compass**, north, south, east, west, symbols, left, right, near, far, equator, **landmark**

Prior Knowledge:

In EYFS, pupils will have covered the Understanding of the World section of the curriculum. In Autumn term, they will have learnt about simple maps, identified features on it, know there are different countries in the world and that different countries have different homes. They will be able to talk about their local environment. In Spring term, they will have used maps to locate objects in real life, looked at globes and identified similarities and differences between homes in our country. They will have made comparisons between life for children in this country and other countries. In Summer term, they will briefly explain the difference between human and physical features by explain which items can be moved and cane be moved. They will have used pictures to compare and contrast environments around the world.

Key Knowledge:

- Human geography is anything that is built by humans and impacts human's lives. It is the study of the human race; including its origins and interactions. Human geography involves studying populations and interactions with the natural environment.
- Physical geography is the study of the earth's surface (or anything that is there without human interfering), such as oceans, mountains, rivers, coastlines, forests and plant life. Physical geography features can change over time, but we should look after them as much as we can.
- Maps are drawings of an area of land or sea showing physical features, cities, roads, woodlands, lakes, rivers etc.
- Our area of Ackworth is a village. A village is a small settlement usually found in a rural setting. It is generally smaller than a town, but bigger than a hamlet (small groups of houses without a church).
- The Mara region is in Tanzania. Tanzania is in the continent of Africa and is located close the equator where countries are very hot and get little rain. The geographical features here will differ depending on the weather. The physical features will differ depending on money and the needs of the people.

Resources Needed:

- Aerial photographs of Ackworth
- Aerial Photograph of School
- Map of Ackworth
- Map of School
- Aerial photographs of Mara region in Tanzania
- Map of Mara region in Tanzania
- Globe with Ackworth and Mara region located on it
- Compass points for reference

Optional Tasks:

- Look at their home address and explore what each line shows about where they live.
- Identify their home from aerial photos
- Draw a map of the local area around their home.
- Create a checklist of human and physical features around their home.
- Go on a walk of Ackworth keeping a tally chart of the different human and physical features.

Our Local Area – What is it like here?

Year 1

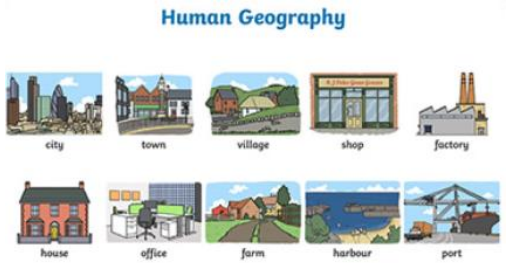
Lesson Question:	What you will learn:	What you will do:
What are the human geographical features where I live? ***Key Vocab:*** *human geography, village, aerial photograph, man-made*	• That **human geography** is anything that is **built by humans** and impacts human's lives. • That our local area is surrounded in human geographical features. • That human features will differ around the world based on the needs of people or money a country has. • That human geographical features appear largely based on what the people in that area need. • Ackworth is a **village**.	• Identify from pictures human geographical features. • Explain what human geography is. • Look at **aerial photographs** of Ackworth and identify human geographical features in the picture. • Explain why people in Ackworth need some of the human geographical features. • Use vocabulary relating to human geographical features.
What are the physical geographical features where I live? ***Key Vocab:*** *physical geography, farm, forest*	• That **physical geography** is the study of the earth's surface (or anything that is there without humans interfering.) • That our local area and school grounds are surrounded by physical geographical features, including our **woodland**, surrounding **farmland**, **river**/stream, **forest**. • That some physical geography features can change over time, but we should look after them as much as we can; they are there for a reason.	• Identify from pictures physical geographical features. • Explain what physical geography is. • Look at **aerial photographs** of Ackworth and identify physical geographical features in the picture. • Look at two pictures of Ackworth over different time periods, can you notice any changes to physical features. • Explain why these changes might have happened. • Use vocabulary relating to physical geographical features.
What is a map? ***Key Vocab:*** *map, river, physical features, symbols, key, scale*	• **Maps** are drawings of an area of land or sea showing **physical features**, cities, roads, woodlands, lakes, **rivers** etc. • A map is made of a serious of **symbols** which represent different human and geographical features. These can be represented in a **key**. • A map has a **scale** which means the size and spacing to the symbols can show the size and distance.	• Look at a map of our local area. • Identify the features of a **map**. • Recognise some **symbols** for physical and human geographical features in Ackworth. • Use vocabulary relating to human and physical geographical features.
How do we use maps to direct ourselves? ***Key Vocab:*** *map, compass, key*	• A map can be used to help people (such as walkers, drivers and cyclists) navigate their way around places. It also helps people locate key features of their area around them. • To read a map you need a **compass** to show which way you are looking. • You can use a map to tell people directions.	• Look at a map of our school. • Follow a map around school, using basic **compass** directions such as north, south, east and west. • Draw a map of our local school, using basic **symbols**, a **key** and a **compass**.
How do the features of Ackworth compare to the features of Mara in Tanzania? ***Key Vocab:*** *Africa, continent, physical features, human features*	• That Mara is a region in Tanzania, **Africa** located near to the equator where countries are very hot and get little rain. • That Mara has examples of **physical and human geographical features** but they may look different to ours. • That some geographical features will differ depending on weather, money available and the needs of people.	• Locate the **continent** of Africa and country of Tanzania on a globe and map. • Observe pictures of the Mara region in Tanzania. • Identify similarities and difference in **physical and human geographical features.** • Explain why these features are different based on weather, money and needs of people.

Our Local Area – What is it like here?

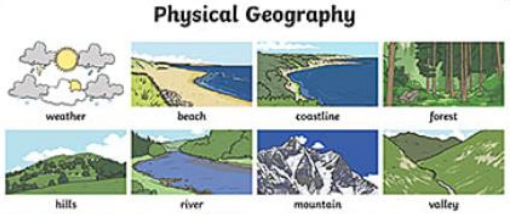
Year 1

Key Vocabulary	
Features	Human and physical features are things that you can see all around you.
Human geography	Human features are things like houses, roads and bridges. They have been built by people.
Physical geography	Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.
Map	Maps are drawings of an area of land or sea showing physical features, cities, roads, woodlands, lakes, rivers etc.
Key	A key or legend is a list of symbols that appear on the map.
Compass	A compass is a device that shows the directions used for navigation.
Scale	The scale on a map shows the size of the area represented by the map.
Mara Region	A place in Tanzania where our partner school is.
Town	A town is a human settlement. Towns are generally larger than villages and smaller than cities.
Village	.A village is a small settlement usually found in a rural setting. It is generally smaller than a town, but bigger than a hamlet (small groups of houses without a church).
City	An inhabited place of greater size, population, or importance than a town or village.
Continent	A very large piece of land which holds a group of countries. There are 7 of these in our world.
Africa	Vast continent with diverse cultures, wildlife, and varied landscapes

Human Geography is the study of people. Human geographical features are man-made.

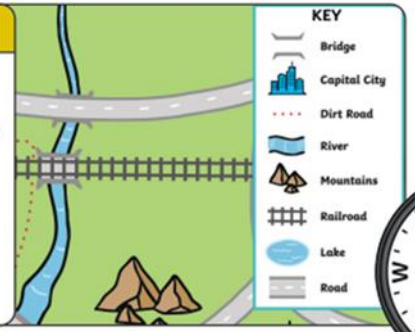


Physical Geography is the study of the earth's surface. Physical geographical features are natural.



Maps

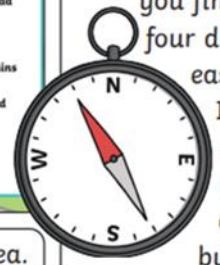
- A view from above a place
- Sometimes have a key with symbols
- Show the distance between places
- Sometimes have a compass
- Can use colour



Symbols show what different things or places can be found in an area.

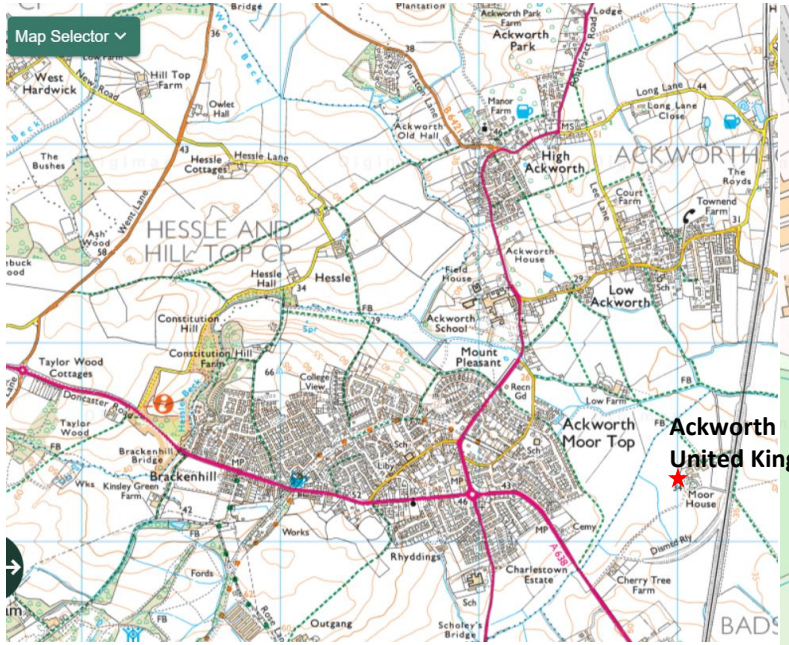
Compass

A compass can be used to help you find your way. It shows four directions - north, east, south and west. It is useful to people who are, for example, navigating ships and aircraft, explorers, builders, etc.

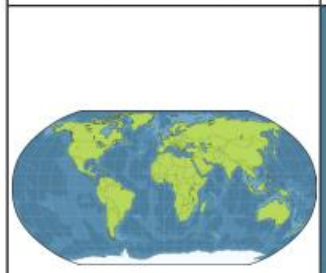
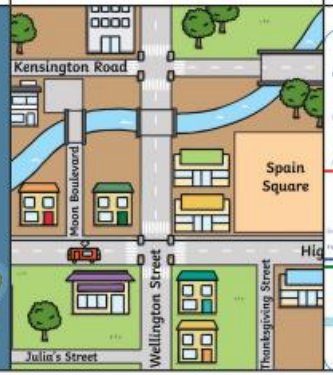


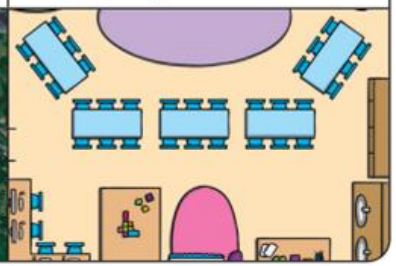
Our Local Area – What is it like here?

Year 1



Types of Map

World Map	Map of UK	Street Map	Transport Map	Theme Park Map
				

Aerial Photograph	Aerial Plan
A photograph taken from above looking down.	A drawing of what a place looks like from above.
	

The United Kingdom

Year 1

Key Questions to be answered during unit:

- Where is the United Kingdom and what is it made up of?
- What are the capital cities of the United Kingdom?
- What is different about a city like London to the Countryside?
- What makes London a great capital city?
- Is the capital city of Brazil (Brasilia) the same as London?

Themes explored in Y1:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- Use basic geographical vocabulary to refer to physical features (seas, rivers, hills) and human features (cities).

- 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 (near, far, left and right) to describe location on a map.

Key vocabulary:

Village, City, Capital City, Country, State, United Kingdom, **Urban, Rural**, **Europe**, England, Wales, Scotland, Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean, London, Edinburgh, Cardiff, Belfast, North, South, East, West, Brasilia, Brazil, **Equator**, **South America**, river, office, **landmarks, human geography**

Prior Knowledge:

In EYFS, pupils will have covered the Understanding of the World section of the curriculum. In Autumn term, they will have learnt about simple maps, identified features on it, know there are different countries in the world and that different countries have different homes. They will be able to talk about their local environment. In Spring term, they will have used maps to locate objects in real life, looked at globes and identified similarities and differences between homes in our country. They will have made comparisons between life for children in this country and other countries. In Summer term, they will briefly explain the difference between human and physical features by explain which items can be moved and cane be moved. They will have used pictures to compare and contrast environments around the world.

Key Knowledge:

- The United Kingdom is a state, just like other European states such as France and Germany.
- The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.
- The United Kingdom is surrounded by 4 seas: the English Channel (to the south), the North Sea (to the east), the Irish Sea (to the west) and the Atlantic Ocean (to the east).
- The four capital cities of the United Kingdom are: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).
- Capital comes from the latin word head. Therefore a capital city is the head city within a country. It is usually the location of the countries government, where decision are made. Historically these have been located in the centre of countries as they are easier to defend.
- A city is a place where lots of people live. It is busy with lots of things to do, important places like cathedrals, universities and government buildings, as well as transport links and housing.
- Brasilia is located in Brazil, South America. It has a population 3 million compared to London's 9 million. Brasilia is located close to the equator so its climate is very different to London. Brasilia has lots of shops, cafes, job opportunities like London.

Resources Needed:

- Map and globe of the world
- Map of The United Kingdom
- Pictures of landmarks in each of the 4 capital cities of The UK
- Aerial photos of rural (countryside) and urban places (towns)
- A map of London
- Aerial photos of Brasilia
- A map of Brasilia

Optional Tasks:

- Label a map of London with key landmarks
- Sort human and physical features of London
- Compare aerial photos of Ackworth and London
- Compare a map of London with Ackworth

The United Kingdom

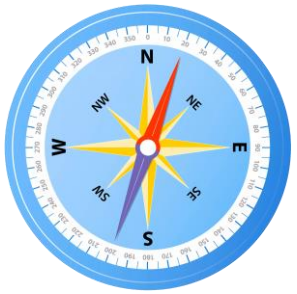
Year 1

Lesson Question:	What you will learn:	What you will do:
Where is the United Kingdom and what is it made up of? ***Key Vocab:*** *state, country, Europe*	• The United Kingdom is a **state**, just like other European states such as France and Germany. It is located in Europe • The United Kingdom is made up of four **countries**: England, Scotland, Wales and Northern Ireland. • The United Kingdom is surrounded by 4 seas: the English Channel (to the south), the North Sea (to the east), the Irish Sea (to the west) and the Atlantic Ocean (to the east).	• Look at a map of the world (or globe) and locate the continent of **Europe**. • Look at a map of the world (or globe) and locate the United Kingdom within Europe. • Label the four **countries** of the United Kingdom on a map. • Label the four seas which surround the United Kingdom on a map. • Use vocabulary to describe where the countries and seas are in relationship to each other.
What are the capital cities of the United Kingdom? ***Key Vocab:*** *capital city, country*	• The four **capital cities** of the United Kingdom are: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • Capital comes from the latin word head. Therefore a **capital city** is the head city within a **country**. It is usually the location of the countries government, where decision are made. Historically these have been located in the centre of countries as they are easier to defend.	• Look at a map of The United Kingdom, label the four **capital cities**. • Use vocabulary to describe the location of the capital cities in relationship to each other. • Match pictures of the four capital cities to their names. • Describe what makes a city a capital city.
What is different about a city like London to the Countryside? ***Key Vocab:*** *city, town, village, urban, rural, human geography*	• A **city or town** is a place where lots of people live. It is busy with lots of things to do, important places like cathedrals, universities and government buildings, as well as transport links and housing. • Cities are in **urban** areas. Cities are made of lots of **human geographical** features and there lots of places of interest: churches, schools, offices, universities, shops and factories. • The countryside is a **rural** area, where there is more green land and opportunities for farming and outdoor activities. The countryside has places like villages and farms.	• Sort aerial photos in to urban and rural. • Look at aerial photos of cities and the countryside. Identify the differences between the two. • Identify human geographical features you would find a city but not in the countryside. • Explain whether Ackworth is a city or in the countryside.
What makes London a great capital city? ***Key Vocab:*** *capital city, landmark, physical geography*	• London is the capital city of England and often referred to as the capital city of the United Kingdom because the government of all four countries is located here. • London hasn't always been the capital city of England. In fact its only been the capital city since 1066, when William the Conqueror was crowned King of England. • London has a population of 9 million people. It is located on the River Thames. Many historical **landmarks** are located here. The King's palace is here. • London is an important place in the world because of it's a major centre of banking, business and culture.	• Look at a map of London. Label the River Thames. • Look at some pictures of famous London **landmarks** and label their names. • Make a list of reasons people might want to live in London.
Is the capital city of Brazil (Brasilia) the same as London? ***Key Vocab:*** *capital city, landmark, human geography*	• Brasilia is located in Brazil, **South America**. It has a population 3 million compared to London's 9 million. Brasilia is located close to the **equator** so its climate is very different to London. • Brasilia has lots of shops, cafes, job opportunities like London. • Brasilia is the location of the Brazilian government. • Brasilia hosted the Football World Cup in 2014. • There are lots of ways to travel around Brasilia, like in London.	• Locate the continent of South America on map (added Feb 2024) • Locate the country of Brazil within South America (added Feb 2024) • Compare and contract pictures of Brasilia and London. Make a list of similarities and difference in the **human features** of the two countries.

The United Kingdom

Year 1

Key Vocabulary	
Country	A nation with its own government, occupying a particular territory.
State	A nation or territory considered as an organized political community under one government.
Rural	An area of countryside usually surrounded with fields, villages and farms.
Urban	A large area of land covered with lots of buildings. Usually a town/city.
Capital City	The city or town where the government of a country is located.
Europe	The continent in which you will find The United Kingdom.
South America	The continent in which you will find the country of Brazil. Located close to the equator.
Equator	The equator is an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole.
Town	A town is a human settlement. Towns are generally larger than villages and smaller than cities.
Village	.A village is a small settlement usually found in a rural setting. It is generally smaller than a town, but bigger than a hamlet (small groups of houses without a church).
City	An inhabited place of greater size, population, or importance than a town or village.
Landmark	A feature of a landscape or town that is easily seen and recognised from a distance.
Human geography	Human features are things like houses, roads and bridges. They have been built by people.



The United Kingdom is made up of Northern Ireland, England, Scotland and Wales.

Belfast - Northern Ireland

Cardiff - Wales

Edinburgh - Scotland

London - England

The United Kingdom

Year 1

London	Brasilia
• London is the biggest city in The United Kingdom. • London has been the capital city since 1066. • It has a population of 9 million people. • It is situated on the River Thames. • London is the location of the UK government and the Queen's palace. • London is major business centre of the world. • London has hosted the Olympic Games 3 times.	• Brasilia isn't the biggest city in Brazil, in fact it is the third biggest. • Brasilia has been the capital city since 1960. • It has a population of 3 million people. • Brasilia is located high in the highlands. • Brasilia is the location of the Brazilian government and the home of the president. • Brasilia isn't the business hub of Brazil. These are Rio de Janeiro and Sao Paulo. • Brasilia hosted the 2024 Football World Cup.

London	Brasilia
	
	

How is Land Used?	
90% of land in the UK is rural.	10% of the UK is urban.
• Housing • Factories • Education • Recreation • Business • Farming	• Housing • Factories • Education • Recreation • Business • Healthcare • Transport • Retail

Large Urban Areas in England

- London
- Birmingham
- Manchester
- Liverpool
- Leeds
- Newcastle

Urban City/Town

Rural Countryside

What is the weather like?

Year 1

Key Questions to be answered during unit:

- What is weather and how does it affect us?
- What are the UK's weather patterns?
- Where in the world is hot and cold?
- Can we observe, track and predict the weather in Ackworth?
- How does Ackworth's weather compare to Tanzania?

Themes explored in Y1:

- Name, locate the North and South Poles and the location of hot and cold areas of the world in relation to the equator.

- Understand geographical similarities and difference through studying the physical geography of a small area of the United Kingdom, and a small area in Tanzania.

- Use basic geographical vocabulary to refer to the weather, seasons and daily weather patterns.

- Use world maps, atlases and globes to identify the equator and location of the north and south pole. Use simple fieldwork and observationall skills to study weather patterns.

Key vocabulary:

Seasons, Summer, Winter, Spring, Autumn, United Kingdom, **Weather**, **Temperature**, **Equator, North Pole, South Pole**, Wind, Rain, Thunder, Sun, Hot, Cold, Near, Far, North, South, Tanzania, Africa, **Climate**, **Forecast**, **Thermometer**, **Rainfall**, **Precipitation, Weather pattern**, Rain gauge, barometer, **atmosphere, Adverse Weather**

Prior Knowledge:

In EYFS, pupils will have covered the Understanding of the World section of the curriculum. In Autumn term, they will have learnt about simple maps, identified features on it, know there are different countries in the world and that different countries have different homes. They will be able to talk about their local environment. In Spring term, they will have used maps to locate objects in real life, looked at globes and identified similarities and differences between homes in our country. They will have made comparisons between life for children in this country and other countries. In Summer term, they will briefly explain the difference between human and physical features by explain which items can be moved and cane be moved. They will have used pictures to compare and contrast environments around the world. In the our local area topic of Year 1 children will have located Ackworth and compared to Tanzania.

Key Knowledge:

- Weather is the mix of events that happen every day in our atmosphere. The atmosphere is the layer of gases around the Earth.
- Heat from the sun warms the gases in the atmosphere to different temperatures in different places, which causes the air to move. This movement of air is called wind and wind brings changes in weather. Water vapour or moisture in the air also affects the weather.
- The UK's weather is based around 4 seasons: autumn, winter, spring and summer. The UK has a temperate climate meaning we have cool, wet winters and warm, wet summers. The UK doesn't have the extreme hot and cold temperatures like other parts of the world. Weather is based on which direction the wind is bringing the weather from.
- We can observe and measure the weather over time. Knowing what the weather will be like can help us plan things like: what we wear, what activities we do. Life can be very different where we live, based on the weather.
- The equator is an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole. The weather around the equator is generally hotter and drier, where are the weather at the North and South Pole (furthest areas from the equator is cold and wet).

Resources Needed:

- A video showing types of weather in The United Kingdom
- Pictures of different weather types
- Weather symbols from forecast
- Weather data tables for Ackworth and The UK
- Map and globe with the equator, north and south pole shown
- Pictures of areas close to the equator
- Pictures of the north and south pole regions
- Thermometer, Barometer, Rain gauge
- Pictures of Tanzanian weather

Optional Tasks:

- Create a weather forecast map
- Video children presenting a weather forecast
- Create a tally chart over the unit of the weather in Ackworth
- Make a poster about the dangers of weather
- Link with partner school in Tanzania to record the weathers in both areas

What is the weather like?

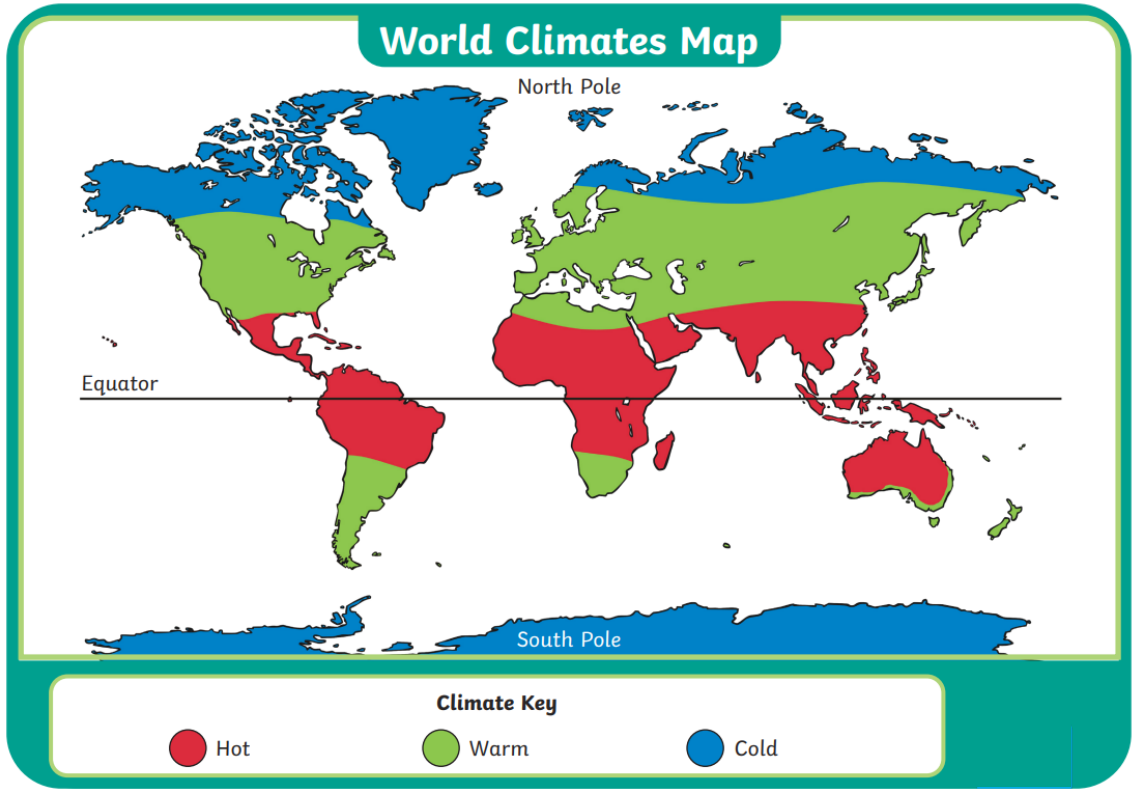
Year 1

Lesson Question:	What you will learn:	What you will do:
What is weather and how does it affect us? ***Key Vocab:*** *weather, atmosphere, temperature*	• **Weather** is the mix of events that happen every day in our **atmosphere**. The atmosphere is the layer of gases around the Earth. • Heat from the sun warms the gases in the atmosphere to different temperatures in different places, which causes the air to move. This movement of air is called wind and wind brings changes in weather. Water vapour or moisture in the air also affects the weather. • It includes the temperature, strength of the wind and whether it is raining, sunny, hailing, snowing, sleeting, foggy or cloudy. • The weather determines what we might wear, where we might visit and what equipment we might need to take with us.	• Watch a video of **weather** in the United Kingdom. Make a list of types of weather you can see. • Observe pictures of different types of **weather** in the UK and describe what weather you can see. • Explain how a type of weather might affect how you behaviour.
What are the UK's weather patterns? ***Key Vocab:*** *seasons, climate*	• The UK's weather is based around 4 **seasons**: autumn, winter, spring and summer. The UK has a temperate **climate** meaning we have cool, wet winters and warm, wet summers. • The UK doesn't have the extreme hot and cold temperatures like other parts of the world. Weather is based on which direction the wind is bringing the weather from. • The UK can see different weather depending where you are. The north part of Scotland is significantly colder and wetter than the South of England.	• Match images of weather in the UK to typical **seasons** you would expect to find them. • Use a simple table or pictogram to interpret weather data, such as: which months have more rain? Which months or hotter? When is it windiest? • Use a map of the United Kingdom and geographical vocabulary such as north, south, near, far to describe weather differences in The UK.
Where in the world is hot and cold? ***Key Vocab:*** *weather, seasons, equator, North Pole, South Pole, Adverse Weather*	• The weather around the world is not all the same. It changes depending on where you live and the **seasons**. • The **equator** is an imaginary line around the middle of the Earth at an equal distance from the **North Pole** and the **South Pole**. The weather around the equator is generally hotter and drier, where are the weather at the North and South Pole (furthest areas from the equator is cold and wet). • **Adverse weather** refers to any weather event that increases the risk to people.	• On a globe or map identify the **equator, North Pole** and **South Pole** locations. • Observe pictures of places near the equator and polar regions. Identify differences between the two. • Describe the dangers of hot weather and cold weather as well as **adverse weather**. • Explain how you would need to prepare for a day at the equator and a day at the North pole.
Can we observe, track and predict the weather in Ackworth? ***Key Vocab:*** *rainfall (precipitation), temperature, thermometer*	• That we can record and measure different aspects of the weather. These include **rainfall** (precipitation), wind strength and **temperature**. • Over a period of a week you will record the weather every day and use vocabulary to describe the weather. **Investigation to be carried during the first three weeks of the unit.**	• Label a **thermometer** with the words: scorching, hot, cold, freezing • Make a weather diary • Observe the weather each day for a week • Use a **thermometer**, barometer and a rain gauge. ***This could be done with a small group each day.***
How does Ackworth's weather compare to Tanzania? ***Key Vocab:*** *season, climate, weather forecast*	• Tanzania has a generally stable **climate** all year round, although there are some significant regional variations. • The coast areas stay quite hot and humid with heavy rainfall. The central area is cooler but drier. • There are two rainy **seasons** – the heaviest rains (called masika) usually fall from March to May, and a shorter period of rain (called vuli) occurs from November to mid-January. • The dry **season** lasts from May to October. Daily tasks can be difficult in this weather. Crops can be damaged by too little or too much rain. It can be very, very hot so people can easily get ill.	• Describe the **weather** in Tanzania, observing pictures of different areas to help. • Describe similarities and difference between Ackworth and Tanzania. • Explain the dangers of the weather in Tanzania, using pictures to help. • Create a **weather forecast** for Tanzania

What is the weather like?

Year 1

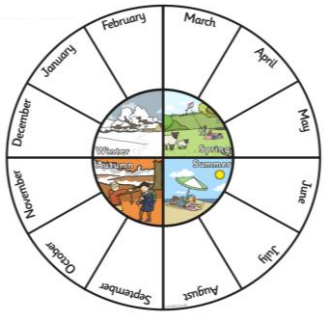
Key Vocabulary	
Weather	Weather is the mix of events that happen every day in our atmosphere. Whether it is raining, sunny, windy, hailing, snowing or cloudy.
Seasons	There are four seasons: Spring, Summer, Autumn and Winter.
Equator	The equator is an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole. The weather is warmer here.
North Pole	The North Pole is the northernmost point on Earth.
South Pole	The South Pole is the southernmost point of Earth
Climate	Climate is the average measurements of temperature, wind, humidity, snow and rain in a place over the course of a year.
Forecast	A weather forecast is a prediction of what will the weather will be like in the future.
Thermometer	A piece of equipment used to measure the temperature.
Rainfall (precipitation)	Water that falls from the clouds towards the ground as rain or snow.
Temperature	A way of measuring how hot or cold it is.
Weather Pattern	The usual weather in location.
Atmosphere	The mixture of gases around the Earth.
Adverse Weather	Refers to any weather event that increases the risk to people.



The United Kingdom	Tanzania
Average Temperature: 13 Degree Celsius	**Average Temperature:** 27 Degrees Celsius
Average Yearly Rainfall: 107cm	**Average Yearly Rainfall:** 60 cm inland, 115 coastal
Average Sun Hours in a Day: 4 hours	**Average Sun Hours in a Day:** 8 hours

Our Weather

The weather in the **United Kingdom** can change from day to day. The four **seasons** have particular weather patterns. You could keep a weather diary by measuring the **temperature** (using a **thermometer**) and recording your **observations**.



Seasonal Changes

There are changes in weather in each **season**. In spring, it is often rainy and the **temperature** begins to get warmer.

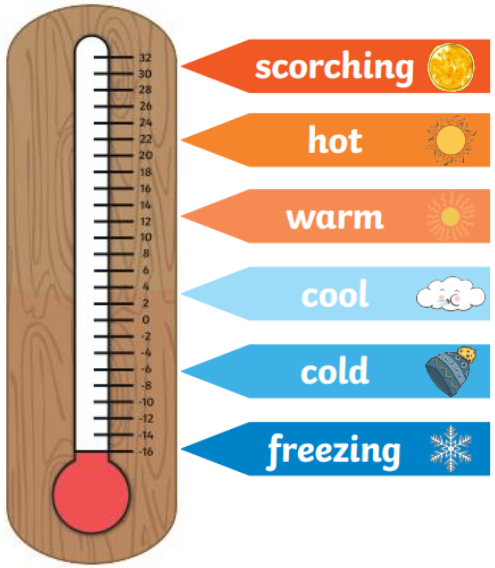
In summer, the sun is much stronger. The **temperature** is warmer than in any other **season**.

In the autumn, the weather turns chillier, windier and there is often rain.

In the winter, it is often cold and frosty. It has to be freezing cold to snow.

What is the weather like?

Year 1



How the Weather Affects Us

The weather **affects** what we do and what we wear. If it is rainy, we wear **waterproof** clothes when we go outside.

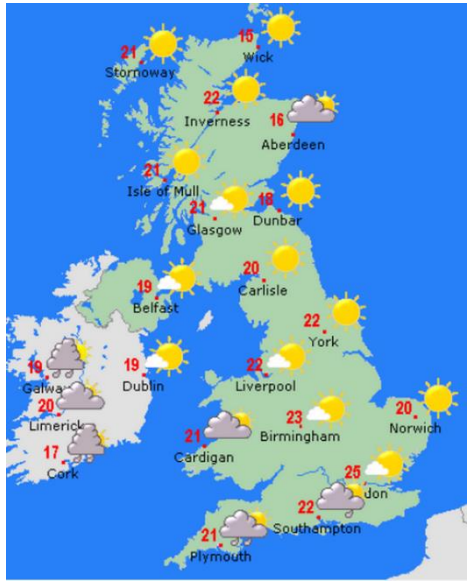
If it is hot, we need to wear sun cream and a sun hat.

Weather Dangers

People need to take special care in **extreme** weather such as: **droughts**, **flooding**, **blizzards**, **heatwaves** and **hurricanes**. **Extreme** weather can **affect** our surroundings as well as us.

Climates

Countries around the world have different **climates**. Countries near the equator have hotter **climates** and the Arctic and Antarctic have much colder **climates**. **Climates** can **affect** many things, such as which plants can grow. Many animals are specially adapted to the climate they live in.



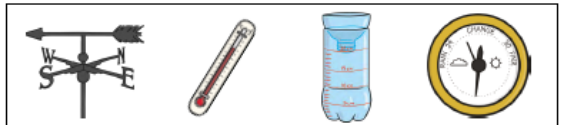
Our Weather

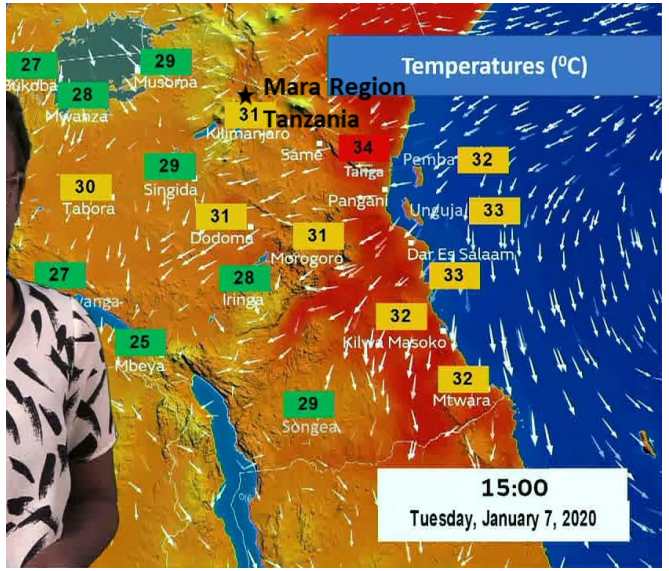
In a weather forecast, **symbols** are used to show what the weather will be like in a particular area. People check the weather forecast before they make plans for a day out. Computers are used to help make accurate weather forecasts.

Weather around the World

In some places around the world, the weather can be **extreme** and this can be dangerous.

Different instruments can be used to measure and **record** the weather.



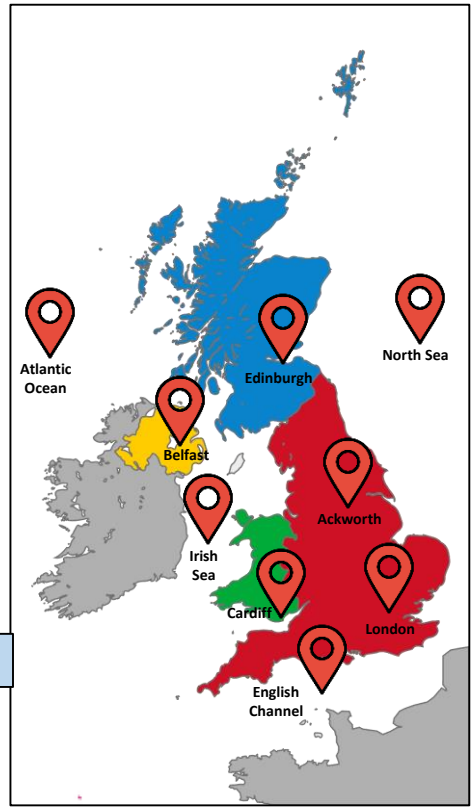


Essential Vocabulary

Year 1

Human Geography	State	Seasons
Physical Geography	Rural	Equator
Map	Urban	North Pole
Key	Capital City	South Pole
Compass	Europe	Climate
Scale	South America	Forecast
Town	Equator	Thermometer
Village	Town	Rainfall (precipitation)
City	Village	Temperature
Africa	City	Weather Pattern
Continent	Landmark	Atmosphere
Aerial Photograph	Human geography	Adverse Weather

Year 2 – Locational Knowledge



Our wonderful world – 7 Continents and 5 Oceans

Year 2

Key Questions to be answered during unit:

- What is our wonderful world made up of?
- What is each continent like?
- What is the difference between a sea and an ocean?
- How could I travel around the world?
- What are the hot and cold climates of the World?
- What continent do we live in?

Themes explored in Y2:

- Name and locate the world's seven continents and five oceans. Name, locate and identify the surrounding seas of the UK.

- Use basic geographical vocabulary to refer to sea, ocean, mountain, valley, desert, river. Describe the location of hot and cold areas of the world, in relation to the equator and the North and South Pole. .

- Use world maps, atlases and globes to identify the continents and oceans. Use simple compass directions (North, South, East and West) and locational and direction language (near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks.

Key vocabulary:

Human Geography, Physical Geography, Geography, man-made, natural, Europe, Asia, Africa, Australia, North America, South America, Antarctica and Oceania, continent, **sea**, **ocean**, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Antarctic Ocean, **climate**, weather, equator, **northern hemisphere, southern hemisphere**, tropical , warm, temperate, cold, **North Pole, South Pole, compass, Weather pattern, coastline**

Prior Knowledge:

In Year 1, children will learn about the types of weather, four seasons and locate the equator, north pole and south pole. They will discuss weather is generally hotter nearer the equator and cold at wet at the North and South Pole. They will record and measure the amount of rainfall. In the topic of the United Kingdom they will describe the make up of the United Kingdom and locate the four bodies of water which surround the UK on map. The will have discussed Brasilia and its location of South America to compare to London. In the topic our local area children described and identified human and physical features, learnt about maps, keys and symbols and observed features of Mara region in Tanzania, Africa.

Key Knowledge:

- Our world is called 'Earth' and is round in shape. If we were to look at Earth from space we would see a round shape like a ball. If we look at map we see a 2d version of earth where the world is flattened out.
- Our world is made up of seven continents: Europe, Asia, Africa, Australia, North America, South America, Antarctica and Oceania. It also has five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Antarctic Ocean.
- Oceans are large bodies of saltwater that connect around the world. Seas are smaller bodies of saltwater.
- The UK is surrounded by four bodies of water: Atlantic Ocean, North Sea, English Channel and Irish Sea.
- Atlases, maps, globes allow us to plan journeys using different modes of transport: boat, plane, train, car.
- There are four main compass points (North, South, East and West). Compass points show us the direction in which we need to travel.
- The world is split into two hemispheres by the equator. The area above the equator is called the Northern Hemisphere and the area below is called the Southern Hemisphere.
- The world has 4 climate zones: Tropical, Warm, Temperate, Cold.
- Climate is the long-term weather pattern in a region.
- The UK is located in Europe. Europe is made of 50 countries. Spain is the fourth largest country in Europe. The United Kingdom sits 10th.
- The capital city of Spain is Madrid. Spain is bordered by the Atlantic Ocean and the Mediterranean Sea. The population is over 46 million.

Resources Needed:

- Satellite Images of the World from Space
- Atlases
- Globe
- Images/Aerial photos of human and physical features of main place in each continent. E.g. Great Wall of China and Amazon Rainforest
- Compasses
- Climate Map of the world
- Photos/Pictures of animals for each climate
- Map of Europe
- Aerial photos of Spain and United Kingdom

Optional Tasks:

- Make a mnemonic to remember the names of the continents and oceans.
- Use jigsaws to recreate the map of the world.
- Spanish food tasting tour.
- Match animals to their locations around the world.

Our wonderful world – 7 Continents and 5 Oceans

Year 2

Lesson Question:	What you will learn:	What you will do:
What is our wonderful world made up of? ***Key Vocab:*** *continents, ocean, sea*	• Our world is round (globe) and made up of land and water. • There are seven **continents**: Europe, Africa, Asia, Oceania, North America, South America, Antarctica. This accounts for the land in our world. • There are five **oceans**: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. • The rest of the water is made up by smaller areas of water called **seas**. • Where we live is close to both sea (North Sea) and ocean (Atlantic Ocean).	• Look at satellite images of the world. Identify the features which our world is made up of. • Name and label the seven **continents** of the world using an atlas. • Identify and label the five **oceans** of the world using an atlas. • Point to continents on a globe using their names. ***HA PUPILS: May be able to assembly cut out continents like a jigsaw on a map.***
What is each continent like? ***Key Vocab:*** *continents (Y1), country (Y1), Physical features (Y1), Human features (Y1)*	• Each of the seven **continents** is very different. They can be made up of a few **countries** like North America or many like Europe. They can have a very large number of people living their (population) like Asia or a very small number like Antarctica. • Each continental has different **physical features** and **human features**. For example some have deserts, some have forest, mountains and some are hot, some are cold.	• Observe differences between **continents**. Discuss differences in size by looking at map, atlas or globe. • On a tour of the **continents** match images/aerial photos of **physical features** to their location. E.g. Amazon rainforest to South America. • On a tour of the continents match images/aerial photos of **human features** to their location. E.g. Great Wall of China to Asia. • Identify some **country** names within each **continent**.
What is the difference between a sea and an ocean? ***Key Vocab:*** *ocean, sea, compass, coastline*	• An **ocean** is a large body of saltwater. The oceans are all connected to each other. There are five oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. • A **sea** is a body of saltwater that is smaller than an ocean. Seas can usually be found along **coastlines**, providing important habitats and serving as transportation routes. • The UK is surrounded by four bodies of water: Atlantic Ocean, North Sea, English Channel and Irish Sea.	• Describe the definitions of a **sea** and an **ocean**. • Use a globe to find the United Kingdom • Use **compass** points to describe the location of the four bodies of water that surround the United Kingdom
How could I travel around the world? ***Key Vocab:*** *compass, continents, oceans*	• To travel around the world we may have to use various methods of transport: boat, plane, train, car. • You can use an atlas, map or globe to work out a journey from one place to another. • We use a **compass** to say which direction we need to travel. The four main **compass** directions are: North, East, South, West • In Jules Verne's book 'Around the World in 80 Days', the character Phileas Fogg attempts to do what was thought impossible in the 1800s… to travel the world in 80 days! Can you do this?	• Match up key facts to each of the seven **continents**. • Look at a route around the world. Use the names of the **continents** and **oceans** to describe the journey. • Using a **compass** to help. Write a route for someone to travel from one continent to the other side of the world.
What are the hot and cold climates of the World? ***Key Vocab:*** *hemisphere, northern hemisphere, southern hemisphere, climate, weather pattern*	• The world is split in to two **hemispheres** by the **equator**. The area of the globe above the equator is called the **Northern Hemisphere** and the area below the equator is the called the **Southern Hemisphere**. • There are 4 climate zones: Tropical, Warm, Temperate, Cold • **Climate** is the long-term **weather pattern** in a region.	• Use a globe to describe features within the **Northern Hemisphere** and **Southern Hemisphere**. E.g. Europe is in…, The River Nile is in… • Observe a **climate** map of the world. Identifying what the colour code shows and labelling areas where you find each of the 4 climate zones. • Answer questions relating to which continents, countries are in each climate zone. • Using an atlas create a climate map of the world and colour code. • Locate where certain animals might be found within each climate.
What continent do we live in? ***Key Vocab:*** *climate, ocean, sea, human geography, physical geography*	• The United Kingdom is located in Europe. Europe is made up of 50 countries. • Spain is one country within Europe. In Key Stage 2 you will learn Spanish the language of Spain. • The capital city of Spain is Madrid. • Spain has a Mediterranean **climate**, with hot summers and mild winters. • Spain is bordered by the Atlantic **Ocean** and the Mediterranean **Sea**. • Spain has a population of over 46 million people, making it the sixth most populous country in Europe.	• Locate Europe on a World Map. • Using an atlas locate The United Kingdom and Spain on a map of Europe. • Discuss the location of Spanish and The UK in context of Europe. Use an atlas to help. • Use photos, aerial pictures and atlases to describe key **features (human and physical)** of Spain. **Optional Spanish food tasting tour.**

Our wonderful world – 7 Continents and 5 Oceans

Year 2

Key Vocabulary	
Oceans	Oceans are huge bodies of saltwater covering most of Earth, home to diverse marine life.
Seas	Seas are smaller bodies of saltwater that are partially enclosed by land.
Continent	A continent is a large landmass on Earth, usually made up of multiple countries.
North Pole	The North Pole is the northernmost point on Earth.
South Pole	The South Pole is the southernmost point of Earth
Climate	Climate is the average measurements of temperature, wind, humidity, snow and rain in a place over the course of a year.
Northern Hemisphere	The Northern Hemisphere is the half of the Earth that lies north of the equator.
Southern Hemisphere	The Southern Hemisphere is the half of the Earth that lies south of the equator.
Compass	A compass is a navigational tool that helps determine directions, such as north, south, east, and west.
Weather Pattern	Weather patterns refer to the consistent and predictable changes in weather conditions over a specific area.
Coastline	Where land meets sea, creating a boundary with unique ecosystems.

North America

- North America is a vast continent that is home to many countries, including the United States, Canada, and Mexico.
- North America is bordered by the Atlantic Ocean to the east and the Pacific Ocean to the west.
- It is known for its diverse landscapes, such as towering mountains, expansive plains, and dense forests.
- Some famous landmarks are the Statue of Liberty and Grand Canyon.

Europe

- Europe is a continent located in the northern hemisphere of the world.
- Europe is surrounded by the Atlantic Ocean to the west and the Mediterranean Sea to the south.
- It is also connected to Asia by the landmass known as Eurasia.
- Some famous landmarks in Europe include the Eiffel Tower in France, the Colosseum in Italy, and the Big Ben clock tower in the United Kingdom.

Asia

- Asia is the largest continent in the world, located in the eastern hemisphere.
- Asia is surrounded by the Pacific Ocean to the east, the Indian Ocean to the south, and the Arctic Ocean to the north.
- Asia is known for its diverse landscapes, including vast deserts, high mountains like the Himalayas, and dense rainforests.
- Some famous landmarks in Asia include the Great Wall of China, the Taj Mahal in India, and Mount Fuji in Japan.

South America

- South America is a big continent located below North America.
- South America is surrounded by the Atlantic Ocean to the east and the Pacific Ocean to the west
- It has lots of amazing countries like Brazil, Argentina, Peru, and more.
- One of the most famous places in South America is the Amazon Rainforest, which is the biggest rainforest in the world.
- Another cool thing about South America is the Andes Mountains, which are the longest mountains in the whole world!

Oceania/Australia

- Oceania is a captivating region comprised of thousands of islands scattered across the Pacific Ocean.
- Oceania is home to iconic destinations such as the Great Barrier Reef in Australia and the Sydney Opera House.
- The region also boasts numerous islands, the stunning beaches of Fiji and the lush rainforests of Papua New Guinea.
- The Pacific Ocean surrounds Oceania.

Antarctica

- Antarctica is an extraordinary continent located at the southernmost part of the Earth.
- It is a land of ice and snow, known as the coldest and windiest place on the planet.
- This frozen landscape is home to fascinating wildlife, including penguins, seals, and whales. Antarctica is surrounded by the Southern Ocean, which is teeming with marine life and showcases stunning icebergs and glaciers.

Africa

- Africa is a continent located in the eastern and southern hemispheres. It is the second-largest continent in the world.
- Africa is surrounded by the Atlantic Ocean to the west, the Indian Ocean to the east, and the Mediterranean Sea to the north.
- It is known for its diverse wildlife, including elephants, lions, giraffes, and zebras.
- The continent is home to the Nile River, the longest river in the world, and the majestic Mount Kilimanjaro, the highest peak in Africa.

Our wonderful world – 7 Continents and 5 Oceans

Year 2

Continents

There are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not.

Oceans

There are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.

Facts

Continent Facts:

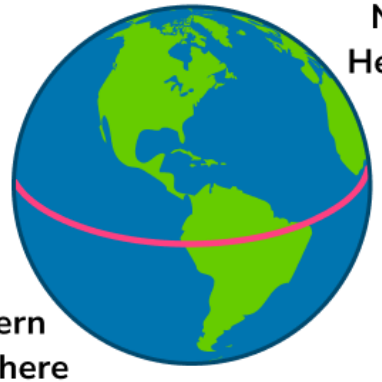
- **Asia** is the **largest** continent of land.
- **Africa** has the most number of **countries** in it.
- **Asia** has the biggest **population**. Half of the world's population live in Asia.
- **Antarctica** has no permanent residents.
- **Africa** is considered the **warmest** continent.
- **Antarctica** is the **coldest** continent.
- **Oceania** is the **smallest** continent.

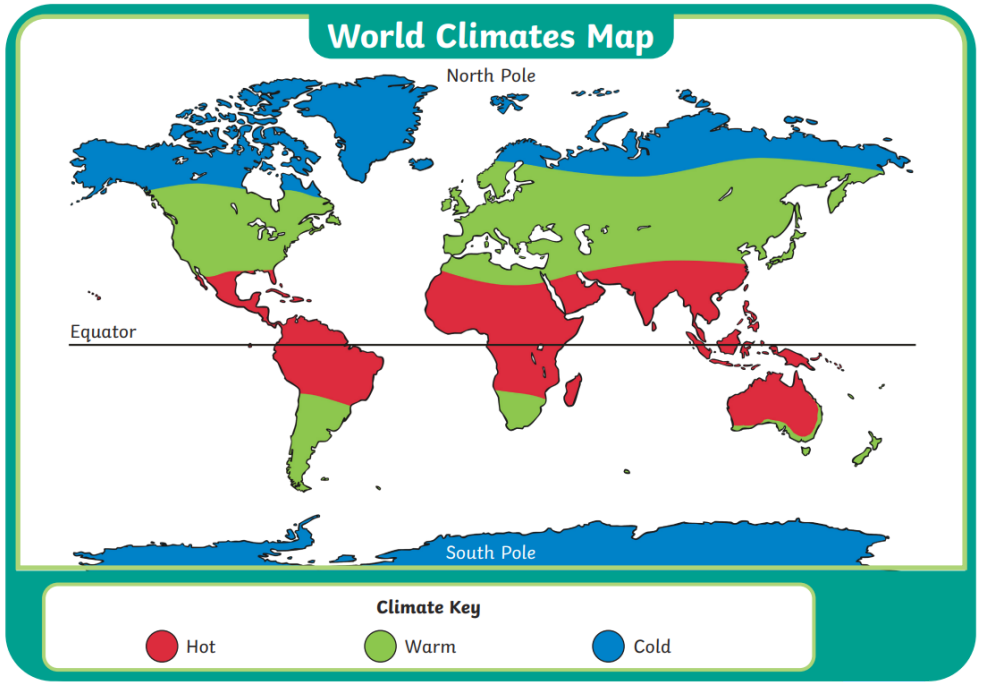
Climate

Countries around the world have different climates. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. Countries near the equator tend to have a hotter climate. Different animals are better suited to living in countries with a particular climate.

Landmarks

Landmarks are special places that are very important and famous. They can be tall buildings, big waterfalls, or huge rocks. Some examples are the Eiffel Tower in France, the Great Wall of China, the big waterfall called Victoria Falls, the Grand Canyon in America, and the big rock called Uluru in Australia. People from all over the world visit these special places because they are unique and amazing.



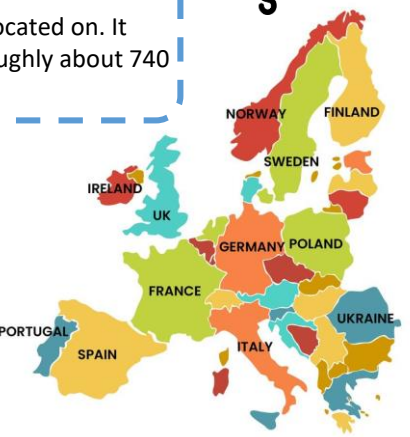


Compass

A compass is a small tool that helps us find directions, like north, south, east, and west. It has a special needle that always points to the north. We can use a compass to plan a journey by first figuring out which direction we want to go. We can look at the compass and see which way is north. Then, we can use that information to know if we need to go left, right, or straight ahead. The compass is like a map guide that helps us stay on the right path and reach our destination safely.

Europe

Europe is the continent in which England and the United Kingdom is located on. It consists of 44 different countries, is the third largest continent and roughly about 740 million people live in Europe.



Spain

Spain is one country within Europe. The capital city of Spain is Madrid. Spain has a Mediterranean climate, with hot summers and mild winters. Spain is bordered by the Atlantic Ocean and the Mediterranean Sea. Spain has a population of over 46 million people, making it the sixth most populous country in Europe. One famous landmarks in Spain is the Sagrada Familia in Barcelona.

Marvellous Map Skills

Year 2

Key Questions to be answered during unit:

- What do I need to draw a map?
- How do compass points help us describe a journey I take?
- How do I use an atlas to locate places in the UK?
- How do I use an atlas to locate places in the world?
- What are aerial view maps or photos?

Themes explored in Y2:

- Name and locate the world's seven continents and five oceans. Name, locate and identify the characteristics of the four countries of the United Kingdom.

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

- Use basic geographical vocabulary to refer to: ocean, river, forest, farm, shop, factory, school, house, office.

- Use simple compass directions (North, South, East and West) and locational and direction language (near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs. Devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key vocabulary:

Sketch Map, **Key**, **Compass Rose**, **Map Symbol**, **Ordnance survey**, **route**, index, contents, **compass**, climate, human features, physical features, **aerial view**, birds eye view, **atlas**, draw, sketch, street map, directions, north, south, east, west, countries, cities, towns, river, mountain, **continents, ocean, landmarks, landscapes, aerial photographs, birds eye-view**

Prior Knowledge:

In Year 1, children learnt what maps were in their 'what is it like here topic.' They looked at the features of maps, including symbols. They will have discussed how maps help us describe directions for one place to another and briefly discussed different types of maps. The will have used maps to locate the four countries of the United Kingdom. They have labelled physical features on a map of London. They will have located Brazil on an atlas.

In Year 2, children learnt about the seven continents of the world and the five oceans. They used maps and atlases to locate these. They have located Spain on a map of Europe and identified some countries from other countries.

Key Knowledge:

- For hundreds of years maps have helped people travel from one place to another. Maps are drawings of actual landscapes and places that use lines and symbols to represent real-life objects like roads, fields and buildings. There are many different types of maps, from simple sketch maps that you can draw yourself, to road maps, to the very detailed Ordnance Survey (OS) maps of Great Britain. Simple maps usually have the following features: a title, a compass rose, different colours, map symbols and a key.
- A compass is a special tool that helps us find directions. It has a needle that always points towards the Earth's magnetic north pole. When we hold the compass flat and still, the needle will show us which way is north. A compass has four main points: North, East, South, West.
- We can use these compass points to describe the direction in which we need to travel.
- A route is a path or a way to get from one place to another. It's like a map that shows us the directions we need to follow to reach our destination.
- An atlas is a collection of maps of the Earth. An atlas shows maps of continents, countries and features such as oceans, rivers, mountains and lakes. The contents page shows us a list of all the maps in the atlas and the page number they can be found. The index page lists all of the countries, cities and towns which can be found in the atlas. Symbols in a map are special pictures or drawings that represent different things. They help us understand what different places or features look like on a map. For example, a picture of a tree can represent a forest.
- Aerial view photos are pictures taken from high above the ground, usually from an airplane, drone or a helicopter. They show us what places look like from the sky.

Resources Needed:

- Map of School
- Map of local area
- Atlases
- Aerial photos of local area
- Aerial photos of places within the United Kingdom
- Aerial photos of places around the World
- Inflatable globe
- Google Maps
- A collection of different types of maps

Optional Tasks:

- Describe their route to school using compass points
- Draw an aerial view map of school
- Draw an aerial view map of the area around their home
- Use aerial photographs of Ackworth to describe physical and human features in their local area.
- Use a map of orienteering around school.
- Use an atlas to find the seven natural wonders of the world
- Use an atlas to find the seven man-made wonders of the world.
- Use Google Maps to observe their local area.

Marvellous Map Skills

Year 2

Lesson Question:	What you will learn:	What you will do:
What do I need to draw a map? ***Key Vocab:*** *landscape, sketch map symbols, ordnance survey, key, compass rose*	• For hundreds of years maps have helped people travel from one place to another. Maps are drawings of actual **landscapes** and places that use lines and symbols to represent real-life objects like roads, fields and buildings. • There are many different types of maps, from simple **sketch maps** that you can draw yourself, to road maps, to the very detailed **Ordnance Survey** (OS) maps of Great Britain. • Simple maps usually have the following features: a title, a **compass rose**, different colours, **map symbols** and a **key**.	• Name and describe the purpose of a map • Identify different types of maps • Observe the features of a map • Draw a simple map of out local school area using a key, **compass** and symbols.
How do compass points help us describe a journey I take? ***Key Vocab:*** *compass, key, compass rose*	• A **compass** is a special tool that helps us find directions. It has a needle that always points towards the Earth's magnetic north pole. When we hold the compass flat and still, the needle will show us which way is north. • A compass has four main points: North, East, South, West. This is called the **compass rose**. • We can use these compass points to describe the direction in which we need to travel. • A route is a path or a way to get from one place to another. It's like a map that shows us the directions we need to follow to reach our destination.	• Say the four points of a compass. • Use compass directions to describe how to move around a map. • Plan a simple route on a map of the local area using road, place names and a **key**. • Describe my route to a partner using compass directions.
How do I use an atlas to locate places in the UK? ***Key Vocab:*** *atlas, map symbols*	• An **atlas** is a collection of maps of the Earth. An atlas shows maps of continents, countries and features such as oceans, rivers, mountains and lakes. • The contents page shows us a list of all the maps in the atlas and the page number they can be found. • The index page lists all of the countries, cities and towns which can be found in the atlas. • Symbols in a map are special pictures or drawings that represent different things. They help us understand what different places or features look like on a map. For example, a picture of a tree can represent a forest.	• Name four **map symbols** which are used on maps. • Say why map symbols are used. • Use an index in an **atlas** to find countries and places in the UK. • Identify the page numbers of major places in the United Kingdom in an atlas. • Explain to my partner how to use an atlas.
How do I use an atlas to locate places in the world? ***Key Vocab:*** *atlas, landmarks (Y1), human and physical (Y1), continents, oceans, seas.*	• Beside the listings, there is usually a page reference and sometimes a 'letter' which describes what kind of feature such as r= river, c= city, m = mountain. • We can use an **atlas** to discover more about the **continents, oceans, seas**, rivers, mountains, capital cities and other major **human and physical landmarks**.	• Use alphabetical order in an atlas to find places and countries in the UK. • Locate the seven **continents** of the world using an **atlas**. • Locate the five major **oceans** of the world using an **atlas**. • Find the correct pages in an **atlas** by using the index.
What are aerial view maps or photos? ***Key Vocab:*** *aerial view, birds eye view, landmarks*	• **Aerial view** photos are pictures taken from high above the ground, usually from an airplane, drone or a helicopter. They show us what places look like from the sky. • Aerial view photos help us see how things are arranged on the Earth's surface. We can see **landmarks** such as buildings, roads, rivers, and even forests. They can also show us how different places are connected and how they look from a different perspective. • Another name for aerial photos is a **birds eye view**.	• Use my observation skills to find key features in **aerial photographs**. • Compare an **aerial view** and a ground level view. • Use my senses to say describing words about what I can see in aerial photographs. • Identify key features of the school and local area using aerial photographs.

Marvellous Map Skills

Year 2

Key Vocabulary	
Sketch Map	A simple map with only basic details.
Key	Helps us understand map symbols. Also known as a legend.
Compass Rose	This is printed on a map to show different directions.
Map symbol	A picture or a sign on a map that represents something else.
Ordnance survey	A survey organisation in the UK which prepares very detailed maps of the country.
route	A way of getting from a start point to a finish point.
compass	A tool which shows people which direction they are travelling in and helps them find their way.
landmark	A feature of a landscape or town that is easily seen and recognised from a distance.
Aerial view	A view from above. Also known as a 'bird's-eye' view.
Atlas	A collection of maps in one book.
Continents	A very large area of land that includes all the islands with it. There are seven continents: Africa, Antarctica, Oceania, Asia, Europe, North America and South America.
Ocean	A large area of salt water. There are five oceans: the Arctic, Atlantic, Indian, Pacific and Southern Oceans.
landscapes	The features we can see in an area. For example: river, mountain or sea.

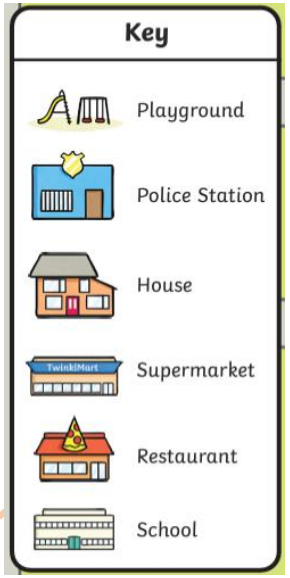
What is a map?

A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.

Types of Maps

There are many different types of **maps**, such as:

- Sketch maps
- Road maps
- Ordnance Survey maps
- Climate maps
- Street maps

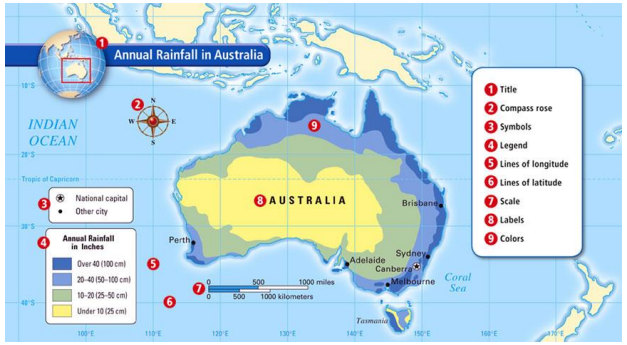


Compass Directions

People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.

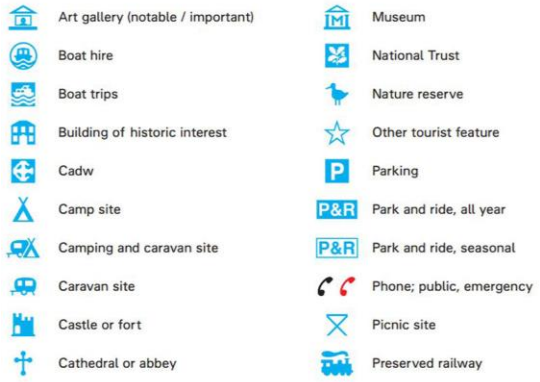
Key Features of a Map

Key features of maps include: a **title**, a **compass** rose, **symbols**, a **key** and different **colours** for important things, such as green for forests and blue for rivers.



Symbols

Ordnance Survey symbols are like little pictures that show us important things on a map.



Key

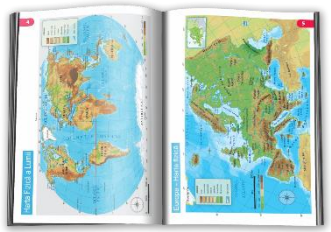
A key on a map is like a special code that helps us understand the symbols and colours used on the map. It tells us what each symbol represents, so we know what different things are on the map.

Marvellous Map Skills

Year 2

Atlas

An atlas shows maps of continents, countries, oceans and the physical features of a place. Its contents page shows a list of all the maps and the page that they can be found on. The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the atlas and shows which page number to look on.



Ordnance Survey Map

Ordnance Survey maps are very accurate and useful for planning journeys, finding our way, and learning about the features of an area. They use special colours and symbols to allow people to identify human and physical features easily.

Ordnance Survey

Ordnance Survey Map

Physical Features

Atlases show us the physical features of a place. These can include forests, lakes and rivers. On the index page beside the page number, there is sometimes a letter that tells you the kind of feature it is, e.g. m = mountain and r= river.

Aerial View

Maps are usually drawn from an **aerial view**. We can look at **aerial** photographs to see the main **physical** and **human** features of places. **Aerial** photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.

Map Maker

A map maker is called a **cartographer**. The oldest maps were made on clay tablets.

Contents Page

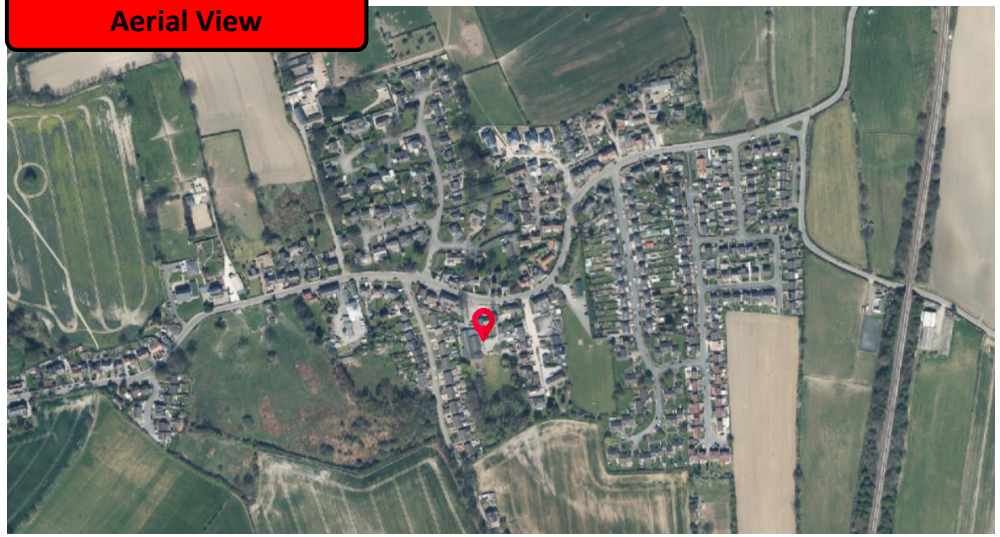
Index Page

location → Brazil country 52 C6 ← page number

location type

grid reference

Aerial View



Sensational Safari - Kenya

Year 2

Key Questions to be answered during unit:

- Where in the world is Kenya?
- What is life like in Kenya?
- What are national parks?
- What is the main tourist attraction of Kenya?
- What is the way of life for the Maasai people?
- How is the life of a child similar or different in the UK and Kenya?

Themes explored in Y2:

- Name and locate the world's seven continents and five oceans. Name, locate and identify the characteristics of the four countries of the United Kingdom.

- 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

- Identify the location of hot and cold areas of the world in relation to the Equator. Use basic geographical vocabulary to refer to: coast, mountain, ocean, river, city, village, farm,

- Use world maps, atlases and globes to identify the continents and oceans. Use simple compass directions (North, South, East and West) and locational and direction language (near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks.

Key vocabulary:

Africa, Kenya, **Migration, Tourism**, Population, Capital City, **Urban, Rural**, **National Park, Game Reserve**, Mountain, **Savannah, Equator,** Compass, Indian Ocean, Tanzania, Countryside, desert, highlands, temperature, Physical features, Human features, Maasai Mara, River, Safari, **endangered**, soil, vegetation, farm ,city, river, village, population, **culture, tourist, equator**

Prior Knowledge:

In Year 1, children will learn about the types of weather and locate the equator. They will discuss weather is generally hotter nearer the equator. In the topic our local area children described and identified human and physical features, learnt about maps, keys and symbols and observed features of Mara region in Tanzania, Africa.
In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They have studied the word climate and its meaning. In the study of UK they will have looked at physical and human features of the country including national parks. In both Year 1 and Year children will have used atlases, keys, compass points, a globe and aerial photos.

Key Knowledge:

- - Kenya is located in East Africa, bordered by the Indian Ocean to the southeast. It shares borders with Tanzania, Uganda, South Sudan, Ethiopia, and Somalia. Kenya is situated on the equator, which means it experiences a tropical climate. The capital city of Kenya is Nairobi. Kenyans speak Swahili and English.
- Kenya has a diverse cultural heritage with over 40 different ethnic groups. Agriculture is the main source of income for many Kenyans, with farming being a significant part of their daily lives. Traditional crafts, such as weaving and beadwork, are important aspects of Kenyan culture. Wildlife conservation is crucial in Kenya, with many national parks and reserves.
- Kenyan people live in various types of dwellings, including mud huts or modern houses in urban areas. Kenyan cuisine often includes staple foods such as maize, beans, rice, and vegetables. Traditional music and dance are integral to Kenyan culture.
- National parks are protected areas of land that aim to conserve natural habitats and wildlife. They provide a safe environment for animals to thrive and visitors to learn about nature. Kenya is famous for its national parks, such as Maasai Mara, Amboseli, and Tsavo. National parks in Kenya offer opportunities for safari adventures and wildlife viewing.
- The main tourist attraction in Kenya is the Maasai Mara National Reserve, known for the annual migration of wildebeest and zebras. Tourists can experience game drives, hot air balloon rides, and interact with the Maasai people, who have a rich cultural heritage.
- Children in Kenya may have different daily routines, such as helping with household chores or going to school at different times. In rural areas some children in Kenya are too busy helping their family farm to go to school.

Resources Needed:

- Inflatable globe
- Atlases
- World Map
- Map of Africa
- UK map of National Parks, Kenyan map of national parks
- Aerial photos of Kenya Urban Areas
- Aerial Photos of Kenya Rural Areas
- Photos of Maasai Mara
- Photos safari animals
- Photos of Maasai people
- Photos of Kenyan Life

Optional Tasks:

- Create a holiday brochure for tourists visiting Kenya.
- Look at the temperature difference of Kenya and the UK.
- Study endangered species of Africa.
- Make scale models of Boma homes out of Mud.
- Create a weather report for Kenya.

Sensational Safari - Kenya

Year 2

Lesson Question:	What you will learn:	What you will do:
Where in the world is Kenya? ***Key Vocab:*** *population, equator, savannah*	• Kenya is a country located in the continent of Africa. Kenya is located near the East coast of Africa near the Indian Ocean. Kenya is very close to the **equator** and its average temperature is around 29 degrees Celsius. • The capital city of Kenya is Nairobi. The **population** of Kenya is around 53 million people. • Kenya is known for its diverse wildlife, including lions, elephants, and giraffes. Much as Kenya is a **Savannah** • The largest river in Kenya is the Tana River and the largest mountain is Mount Kenya. • Kenya is bordered by the following countries: Ethiopia, Somalia, South Sudan, Uganda and Tanzania.	• Locate the continent of Africa on maps, and a globe. • Locate the location of Kenya within Africa. Describe the location of Kenya using compass references, seas or oceans. Reference to the **equator** to be made. • Observe maps of Kenya to describe physical and human features using compass point references (8 point and centre). • Using a blank map, and a key colour code a map of Africa and Kenya. ***HA will be able to identify key human and physical features of Kenya on the map.***
What is life like in Kenya? ***Key Vocab:*** *rural, urban, culture, climate*	• Currently most people in Kenya live in **rural areas** the countryside and villages. However, more and more people are moving to **urban areas** to live in the cities like the capital city of Nairobi. The city of Mombasa is the largest city in Kenya. • Kenya lies on the Equator, which means the climate is hot, sunny and dry for most of the year. • More than 60 languages are spoken in Kenya! The official languages of Kenya are Swahili and English. • Lake Victoria, the second largest lake in the world, is part of the Great Rift Valley. • Millions of people visit Kenya each year to the see the Safari animals which live on the savannah.	• Use memory from last lesson to draw a simple map of Kenya. • Explore and discuss pictures of life in Kenya. • Explain the difference between **rural and urban (added Jan 2024)** • Learn about facts related to Kenya's **climate**, **culture**, location, schools, animals, homes. • Create a leaflet or book about Kenya.
What are national parks? ***Key Vocab:*** *national park, tourism, game reserve*	• A **national park** is a protected area of land where only **tourism** and research is allowed by humans. No humans live in national parks. • Kenya has over 50 **national parks**. The Tsavo West and Tsavo East National Parks are the largest in Kenya. • A **game reserve** is still a protected area of land, but it allows humans to live there and to carry out other activities such as fishing, road building, mining and gathering wood. • There are currently 15 **national parks** in the UK including: the Peak District, Lake District, Snowdonia, and the Cairngorms.	• Define a **national park** and a **game reserve**. Describe the difference between the two. Use comparisons to **national parks** in the UK. • Observe photographs and aerial photos of the Maasai Mara National Reserve. • Discuss where children have been on holiday. Describe what tourists are. • Observe video clips, maps and photos of the Maasai Mara National Reserve. • Discuss key physical features of the Maasai Mara Natural Reserve. • Design your own National Park.
What is the main tourist attraction of Kenya? ***Key Vocab:*** *migration, endangered, tourism, national park, game reserve*	• **Migration** means to move from one place to another. Humans migrate by moving home to a different place or country. Animals migrate each year. Over two million animals migrate from the Serengeti **National Park** to the Maasai Mara National **Game Reserve** during July to October, covering 2000 miles! • The Big Five is a name given to the largest and most dangerous African animals: lion, leopard, African elephant, rhinoceros and Cape buffalo. • An **endangered** species is a species of animal or plant that is at risk of becoming extinct.	• Discuss the word migrate and its meaning. • Watch a video on the **migration** of Wildebeest. • Describe the importance of **tourism** to Kenya. • Look at photos of the Big Five • Research an animal and create a fact file.

Sensational Safari - Kenya

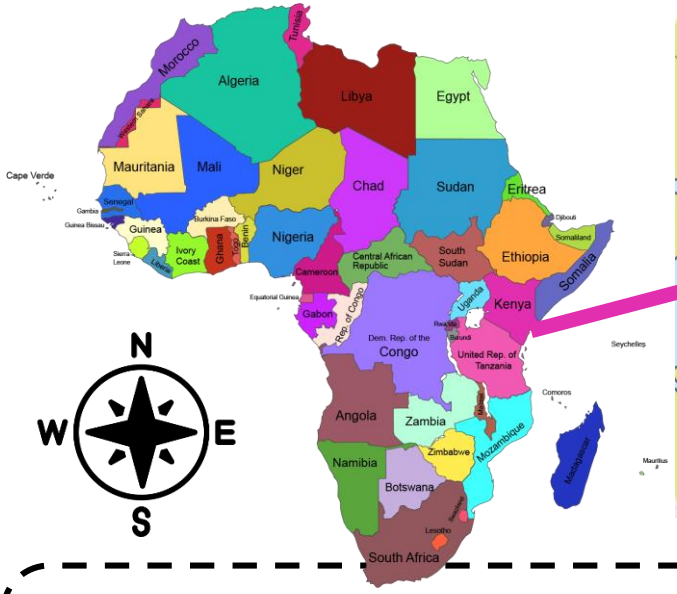
Year 2

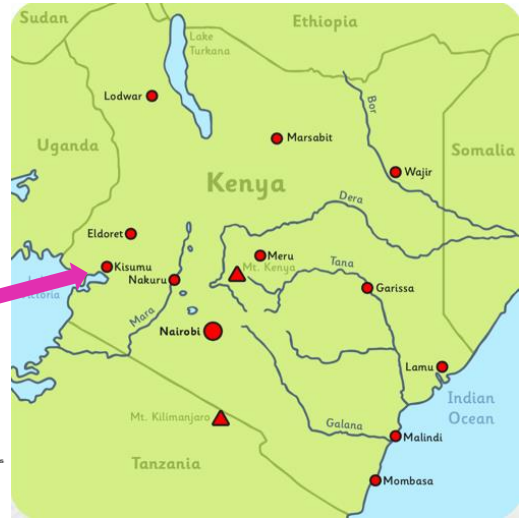
Lesson Question:	What you will learn:	What you will do:
What is the way of life for the Maasai people? ***Key Vocab:*** *national park, game reserve, culture, savannah*	• The most popular reserve in Kenya is the Maasai Mara National **Game Reserve**, which can be found in the south west of the country. It is named in honour of the Maasai tribe who live in the area. They have a very distinct way of life (**culture**) • The name 'Mara' means 'spotted', which is what the land looks like from a distance with trees, clouds and grass! • The Maasai people traditionally live in huts made by the Maasai women. They are made from mud, sticks, grass and cow dung. • The Maasai families often live with their animals too. They are very careful to protect them from the big predators that roam the **savannah**.	• Discuss the meaning of the word **culture**. • Look at pictures of the Maasai Mara tribe. • Identify, observe and describe their way of life. • Make crafts based on those made by the Maasai Mara people.
How is the life of a child similar or different in the UK and Kenya? ***Key Vocab:*** *urban, rural, culture*	• In the United Kingdom most people live in cities (**urban** area). In Kenya they live in the countryside or villages (**rural areas**). • School classrooms in Kenya are basic and cramped. In the UK schools use lots of technology and resources. • In rural areas children will spend time on the fields farming.	• Explore the life of two children living in Kenya. One rural and one urban. • Compare and contrast the life of Kenyan children to a child in the UK. • Identify the similarities and difference of their lifestyle and **culture**.

Sensational Safari - Kenya

Year 2

Key Vocabulary	
migration	When animals or people move from one place to another to find food, shelter, or better living conditions.
population	The total number of people living in a specific area or country.
national park	A large area of land protected by the government to preserve nature and wildlife for people to visit and enjoy.
game reserve	A special area of land where wild animals are protected and can roam freely.
rural	Areas characterised by countryside landscapes, with small villages or farms and less population density.
urban	Areas with lots of buildings, businesses, and a larger population, often found in cities and towns.
savannah	A type of landscape with tall grasses, scattered trees, and few bushes, often home to wildlife like lions and zebras.
tourists	People who travel to different places for leisure or vacation to explore new sights and experience different cultures.
endangered	When a species of animal or plant is at risk of becoming extinct, or disappearing forever.
equator	An imaginary line that divides the Earth into the Northern Hemisphere and Southern Hemisphere, known for its warm climate.
tourism	Traveling for fun, learning, and new adventures in cool places.
Culture	The way people of a group live, share stories, and celebrate together.





Where is Kenya?

- Located in east Africa.
- Population of around 53 million.
- The capital city is Nairobi.
- Mombasa, situated on the coast, is one of Kenya's largest cities.
- The Tana river is the longest river in Kenya.
- Mount Kenya is the highest mountain (5200m).
- Kenya's coastline is on the Indian Ocean.
- Swahili and English are the official languages.

Weather and Climate

Kenya lies on the equator.	Climate is hot, sunny and dry for most of the year.
Hot, dry deserts in the north.	Hot and humid in the west.
The highlands are cool.	Mount Kenya is high enough to be covered in snow all year around.

Rural Kenya

In rural Kenya, there are wide-open spaces with beautiful scenery. People live in small villages, grow crops, raise animals, and enjoy being close to nature and their community.

Urban Kenya

In urban Kenya, there are busy cities with tall buildings, bustling streets, and lots of people. There are schools, hospitals, shops, and many exciting things to do and see. People live in apartments or houses close together.

Sensational Safari - Kenya

Year 2

National Parks and Game Reserves

- There are over 50 national parks and game reserves.
- They include different types of wildlife and habitats, including wetlands, grasslands, forest and savannah.
- The Maasai Mara National Reserve is one of the most popular reserves for tourists to visit.
- Millions of tourists visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'.
- Each year visitors come to watch the huge migration of wildebeest.
- Some animals in Kenya are endangered and are protected within the parks and reserves

The Maasai Tribe

The Maasai tribe is a group of people who live in Kenya and Tanzania in Africa. They have a unique and colourful culture. The Maasai are known for their beautiful beadwork and bright clothing. They live in houses made of mud and sticks called bomas, and their lifestyle revolves around cattle herding. The Maasai people are skilled warriors and have traditions that are passed down from generation to generation. They have their own language called Maa and their own songs and dances. The Maasai are proud of their traditions and continue to preserve their way of life.

School

- Most children in Kenya go to school, but not all of them.
- Some children, especially in rural areas, are too busy helping their families by working on the farm, cooking or fetching water.
- At school, some children may be different ages but in the same year group

Tourism

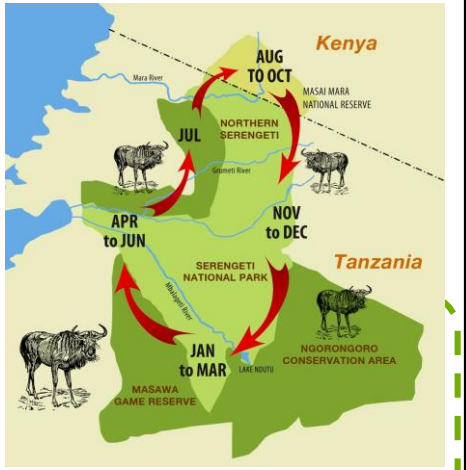
Tourism is when people travel to different places to explore and learn about new cultures and experiences. In Kenya, tourism is very important. Many tourists visit Kenya to see its amazing wildlife and go on safaris in national parks like Maasai Mara. They can see elephants, lions, giraffes, and other animals up close. Kenya also has beautiful beaches where tourists can relax and enjoy the warm weather. Visitors to Kenya love learning about the Maasai tribe and their unique traditions.

The Big Five

The Big Five animals are famous African animals that people love to see on safari. They include the lion, elephant, rhinoceros, leopard, and buffalo. They are called the big 5 because they are the 5 hardest animals to hunt. People travel to Africa to catch a glimpse of these incredible animals in their natural habitats.

The Maasai Tribe

Migration is when animals or people move from one place to another to find food, shelter, or better living conditions. The wildebeest of Kenya and Tanzania make the annual journey through the Serengeti national reserve. During August to October they stay in Kenya.

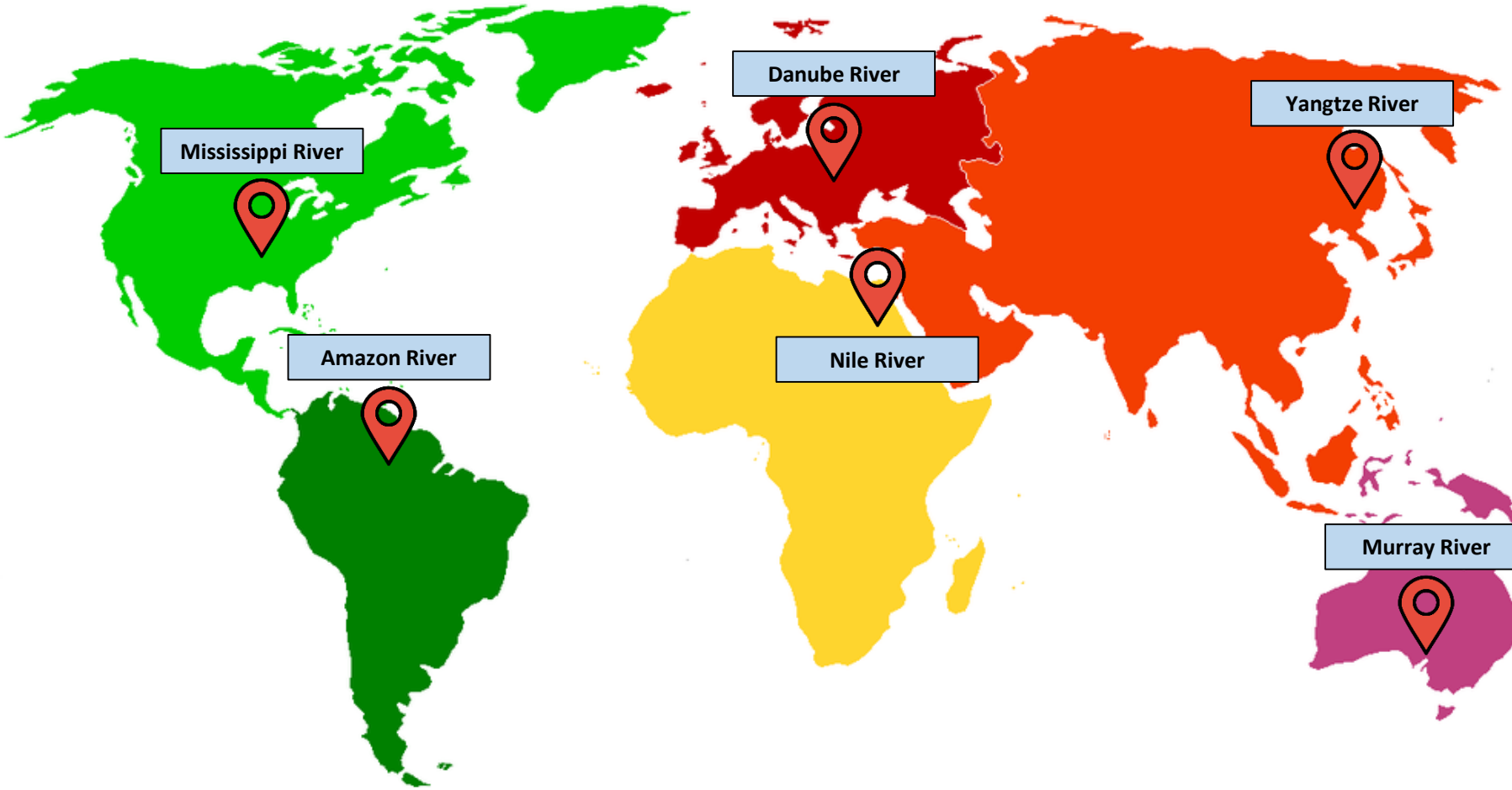


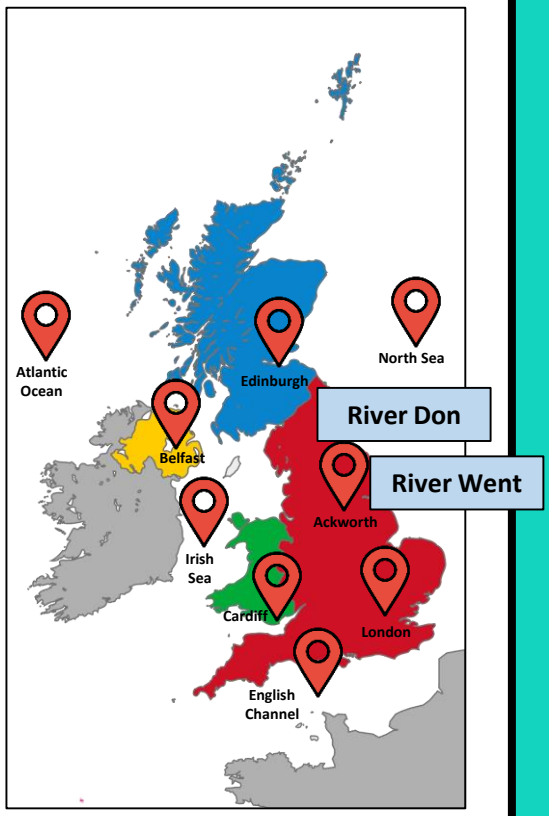
Essential Vocabulary

Year 2

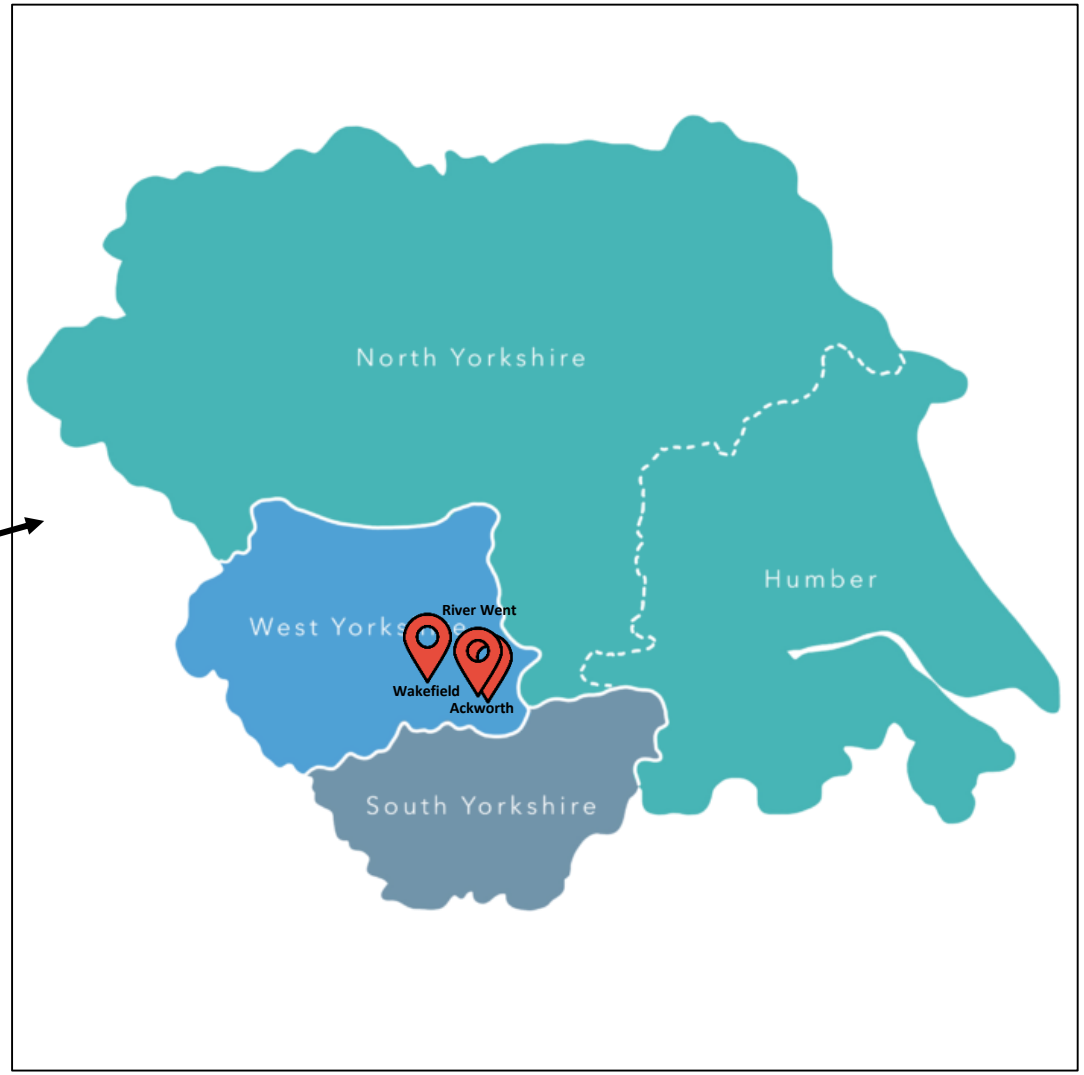
Seas	Key	Population
Oceans	Compass Rose	National park
Continent	Map symbol	Game reserve
North Pole	Ordnance survey	Rural
South Pole	Route	Urban
Climate	Compass	Savannah
Northern Hemisphere	Landmark	Tourists
Southern Hemisphere	Aerial view	Endangered
Compass	Atlas	Equator
Weather Pattern	Continents	Tourism
Coastline	Ocean	Culture
	landscapes	

Year 3 – Locational Knowledge





Year 3 – Locational Knowledge



Rivers

Year 3

Key Questions to be answered during unit:

- What is a water cycle?
- How is a river formed?
- Where can we find rivers?
- How are rivers used?
- What can we find our about our local river?
- What features does our local river have?

Prior Knowledge:

In Year 1, children will learn about the types of weather and locate the equator. They will discuss weather is generally hotter nearer the equator. In the topic our local area children described and identified human and physical features, learnt about maps, keys and symbols and observed features of Mara region in Tanzania, Africa.
In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They have studied the word climate and its meaning. In the study of UK they will have looked at physical and human features of the country including rivers. In both Year 1 and Year children will have used atlases, keys, compass points, a globe and aerial photos. In their Kenya unit they will have learnt about tourism and its importance.

Themes explored in Y3:

- Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

- Describe and understand key aspects of: physical geography, including: vegetation belts, rivers, mountains and the water cycle. 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.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key vocabulary:

Condensation, evaporation, groundwater, percolation, **precipitation**, transpiration, , **delta**, **estuary, floodplain**, **meander**, **oxbow lake**, **river mouth**, estuary, Locate, key, mountainous, represent, **tributary, source**, **valley**, waterfall, flooding, habitat, irrigation, leisure, **pollution**, renewable energy, supply, compass direction, grid square, human feature, local, physical feature, route, economy, economical activity

Key Knowledge:

- That water is evaporated from a water store, such as the ocean; it condenses in the air, becoming water vapour and forms clouds; precipitation falls from the clouds onto the ground, vegetation, glaciers or straight into a stream or river. Water will eventually flow into a larger river and back into the ocean.
- Rivers are split into three sections called courses: the upper, middle and lower. A river starts at their source could be a lake, a bog, rainfall or a spring. source (river): the place where a river begins. mouth (river): is where a river flows into a larger body of water, such as another river, a lake/reservoir, a sea, or an ocean.
- The features if a river are the source, valley, waterfall, tributary, meander, estuary, mouth, delta and floodplain.
- Rivers are used as habitats, for the water cycle, for food and drink, to grow crops, as transport routes, for leisure activities, settlements, housing, irritiagtion and as an energy source.
- The River Rhine serves as a vital artery for European cities, facilitating trade and commerce by providing a major transportation route for goods. Its navigable waters connect industrial centers, enabling the efficient movement of cargo, fostering economic growth, and supporting the livelihoods of millions across the continent.
- The River Went, located in South Yorkshire, England, is a small river with several notable features: Length: The River Went is approximately 14 miles (22 kilometers) long. Tributaries: It is fed by several smaller tributaries, including the River Dearne and the River Dove. Watershed: The River Went flows through a predominantly rural landscape, with its watershed encompassing agricultural land and some urban areas.

Resources Needed:

- Atlases, Globe, World Map
- Computers (Google Earth)
- Maps – (World, Ackworth, River Went)
- Images of rivers around the world
- Diagram of river course
- Diagram of the water cycle
- Resources for river models
- Map of the River Rhine and map of the River Danube
- Local Map of School River Went and
- Clip boards
- **Trip to River Went**

Rivers

Year 3

Lesson Question:	What you will learn:	What you will do:
What is a water cycle?	• That as liquid water in the oceans, river and lakes; as ice; and as atmospheric moisture in the form of gaseous water vapour. • That water is **evaporated** from a water store, such as the ocean; it **condenses** in the air, becoming water vapour and forms clouds; precipitation falls from the clouds onto the ground, vegetation, glaciers or straight into a stream or river. Water will eventually flow into a larger river and back into the ocean. • To get water into a river It falls from the sky as precipitation; groundwater overflows to form streams that join a river; meltwater from glaciers creates streams which run into rivers; water can also run off vegetation into streams and rivers	• Recap learning from Year 2 on location of the 5 oceans of the world. • Recap the learning from Year 2 on the difference between a sea and ocean. • Identify different places water is found: lake, river, stream, ocean, sea, reservoir • Understand and match the key vocabulary to their definitions. • Draw and label a diagram of the water cycle. • Use key vocabulary to label how water moves around the water cycle.
How is a river formed?	• **river**: a large natural stream of water flowing in a channel to the sea, a lake, or another river. • A river starts at their source could be a lake, a bog, rainfall or a spring. • **source** (river): the place where a river begins. • **mouth** (river): is where a river flows into a larger body of water, such as another river, a lake/reservoir, a sea, or an ocean. • Rivers are split into three sections called courses: the upper, middle and lower. Each course has its own features, (different landforms created by erosion and deposition) such as the source, **tributary, valley, waterfall, meander, oxbow lake, mouth, floodplain, delta and estuary**. • The features if a river are the source, valley, waterfall, tributary, meander, estuary, mouth, delta and floodplain.	• Recap prior learning of the water cycle – including key definitions • Identify where rivers start and end. • Sort out the river features to match the course. • Label the features of a river. • Use photos to identify the features of a river on rivers around the world. • Build a model of the course of their river, including the features.
European Rivers (Rhine) ***Changed March 2024***	• There are five primary rivers in Europe: the Danube, the Volga, the Loire, the Rhine and the Elbe. • **source** (river): the place where a river begins. • **mouth** (river): is where a river flows into a larger body of water, such as another river, a lake/reservoir, a sea, or an ocean. • The Rhine is one of the major European rivers. The river begins in the Swiss canton of Graubünden in the southeastern Swiss Alps. It forms part of the Swiss-Liechtenstein, Swiss-Austrian, Swiss-German borders. • Length: 1,233 km • Mouth: North Sea • Sources: Vorderrhein, Hinterrhein • Cities: Cologne, Düsseldorf, Bingen, Basel, Strasbourg • Countries: Germany, France, Switzerland, Netherlands, Austria, Liechtenstein	• Locate the five primary rivers in Europe on a map: The Danube, The Volga, The Rhine, The Loire and the Elbe. • Use Google Earth to locate the Rhine, Danube, Volga, the Loire and Elbe. • Using a map of the Rhine – Describe its length, mouth location, sources, cities and countries. • Explain why Rotterdam has become a major port because of the Rhine. • Use maps, globes and atlases to locate the River Rhine. • Choosing the cities of Cologne and Basel which lie on the Rhine, create mini fact-files of the cities. Describe country, population, information. • Draw a label to locate the cities on your map of the Rhine.
How are rivers used? (The Danube) ***Changed March 2024***	• The Danube is the second-longest river in Europe, after the Volga in Russia. It flows through much of Central and Southeastern Europe, from the Black Forest into the Black Sea. • Length: 2,850 km • Source: Breg • Mouth: Danube Delta • Countries: Ukraine, Romania, Germany, Austria, Hungary, Serbia, Bulgaria, Slovakia, Croatia • Cities: Budapest, Vienna, Bratislava, Ulm, Belgrade, Regensburg • trade links: people can sell goods to other countries who want to buy them. • **economic activity**: the activity of producing, buying, or selling products • River-sea shipping takes place on all major rivers in Europe that have a connection to the open sea. The rivers allow products to be transported from one place to another (economic activity). • The Danube is so important as a trade route that it has been the reason for at least 10 major wars throughout History. • There are over 70 cruise-ships which sail between the 3 cities and beyond. • Vienna (capital of Austria), Budapest (capital of Hungary) and Belgrade Belgrade (capital of Serbia) all use the Danube to trade with each other.	• Use Google Earth to trace the path of the Danube. • Use maps, globes and atlases to locate the Danube • Label major cities which sit on the River Danube • Create a table explaining the **trade** between the cities of Vienna, Budapest and Belgrade

Rivers

Year 3

Lesson Question:	What you will learn:	What you will do:
What can we find out about our local river?	• The river went rises at Streethouse, just to the west of Featherstone. • The **mouth** of the River Went is the River Don. • The **tributary** is A628 Ackworth Carr Bridge. • Using 4 and 6 digit grid refernces to locate places on a map. • Identify human features such as houses, roads, buildings, shops, bridges, human changes to the rover Went and railways. • Identify physical features such as fields, rivers. • The river used to take a winding route round the southern edge of Stubbs Common, but a new straight channel has been made, which has counter drains on either side, to collect seepage through the banks.	• Match the cities to the correct river. • Locate Ackworth Howard School on a map. • Locate the River Went on a map. • Sort images of river features into Human and Physical. • Label Human and Physical features on a map of the River Went. • Create a check list of features in preparation for your visit, • Use grid references to describe the location of the features you have identified.
What features does our local river have?	• The river went rises at Streethouse, just to the west of Featherstone. • The **mouth** of the River Went is the River Don. • The **tributary** is A628 Ackworth Carr Bridge. • How to judge the quality of the environment using a Likert scale. • To make suggestions about how to improve the river environment such as extra bins, car parks further away with more access paths, increased planting of flowers and plants and suggestions to reduce sewage or litter in the water. • How humans use the river (to fish for food; as a source of drinking water; to wash; to water crops; for transport routes; for leisure activities; to live on; to generate renewable energy. • Problems around rivers (pollution, flooding and drought). • Human features found in a river environment (for example, bridges, pipes, water stations, boat moorings, piers, dams or reservoirs).	• Collect data using annotated sketches, check list and Likert scale. • Visit the River Went. • Discuss the features you saw and the strengths and weaknesses in environmental quality. • Suggest ways the locality could be changed and improved.

Rivers

Year 3

Key Vocabulary	
Evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour)
Condensation	The process in which water vapour rises in the air, cools down and turns into small water droplets.
Precipitation	Water falling from the atmosphere in various forms.
Delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.
Estuary	The area where fresh water from a river meets salt water from the sea.
Floodplain	Areas of flat land on either side of a river that can become flooded if the river gets too full.
Meander	A bend or curve in a river.
Oxbow lake	A bend in a river that has been separated from the main river.
River mouth	The place where a river flows into the sea.
Source	The place where a river flows into the sea.
Tributary	A stream that flows into a larger stream or river.
Valley	An area of low land between two hills or mountains, usually with a river running through it.
Trade	Trade is the exchange of goods or services between parties, often involving buying, selling, or bartering.
Economic Activity	Economic activity in geography refers to human actions that generate wealth and resources .
Pollution	Contamination of air, water, or soil by harmful substances.

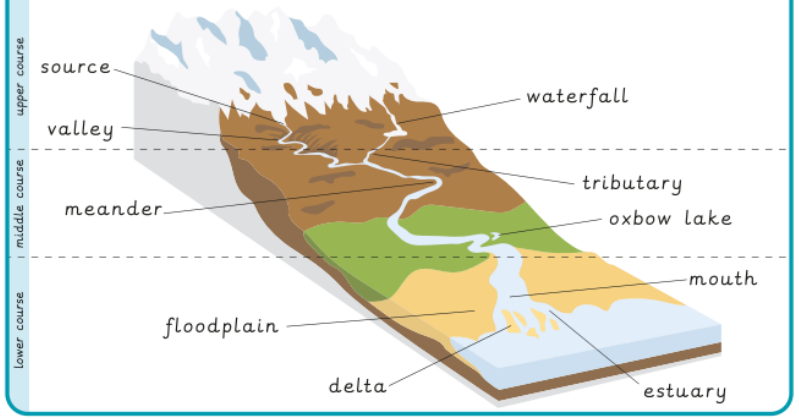
Rivers, Seas and Ocean

Rivers are freshwater bodies flowing on land, seas are saltwater bodies partially enclosed by land, while oceans are vast saltwater bodies covering a large portion of Earth's surface.

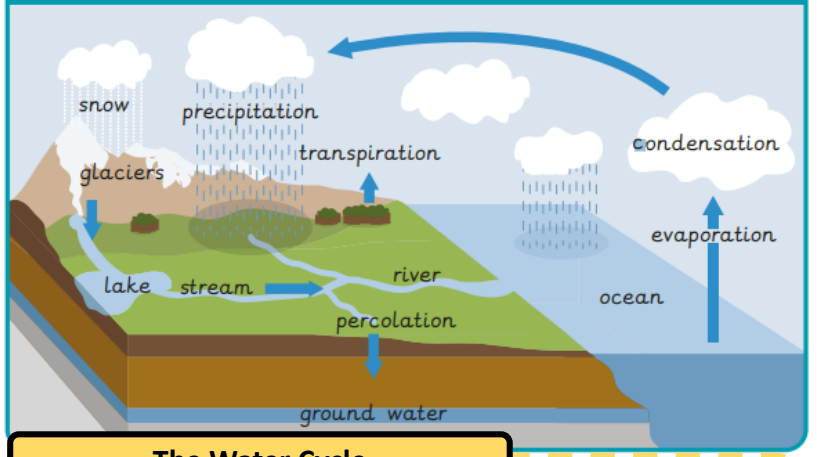
How are rivers used?

- Rivers are important habitats for plants and animals.
- They provide a supply of food and drink for humans and animals.
- Rivers can help crops grow by dispersing nutrients and making soil more fertile.
- They offer transport routes for people and goods.
- Rivers can be used for leisure activities such as boating, swimming, fishing and many other fun activities.
- Many settlements and communities are built along rivers.
- Some people live on rivers in houseboats.
- Water from rivers can be used for irrigation on farmland.
- Renewable energy, called hydroelectric power, can be generated by moving water.

River courses and features



The water cycle



The Water Cycle

The water cycle, also known as the hydrological cycle, is a continuous process wherein water evaporates from oceans, lakes, and rivers, condenses into clouds, precipitates as rain or snow, and returns to Earth's surface. It replenishes bodies of water, sustains life, and drives weather patterns globally, ensuring water circulation.

Rivers

Year 3

River Rhine

The River Rhine, one of Europe's most important waterways, flows from the Swiss Alps through Germany and the Netherlands before emptying into the North Sea. It traverses diverse landscapes, from mountainous regions to fertile valleys, influencing trade, industry, and culture along its banks. Its strategic location and navigable waters have historically shaped the economies and societies of the cities and regions it intersects.

River Danube

The Danube River, Europe's second-longest river, originates in the Black Forest of Germany and flows through ten countries before reaching the Black Sea. It traverses varied landscapes, including mountains, plains, and gorges, connecting diverse cultures and economies. The Danube has been a vital trade route since ancient times, fostering the development of cities and industries along its banks while also serving as a significant ecological corridor.

River Went

The River Went, located in South Yorkshire, England, is a small river with several notable features:

Length: The River Went is approximately 14 miles (22 kilometers) long.
Tributaries: It is fed by several smaller tributaries, including the River Dearne and the River Dove.
Watershed: The River Went flows through a predominantly rural landscape, with its watershed encompassing agricultural land and some urban areas.
Wildlife habitat: The river and its surrounding areas provide habitat for various species of wildlife, including fish, birds, and mammals.
Human use: Historically, the River Went has been used for watermills and as a source of water for industrial purposes. Today, it primarily serves recreational purposes, such as fishing and boating, and supports local ecosystems.

Rivers, Seas and Ocean

The top 5 biggest rivers in the world are the Nile, Amazon, Yangtze, Mississippi-Missouri, and Yenisei-Angara-Selenge. The Nile is the longest, flowing through Africa, helping people and animals. The Amazon is super wide, cutting through South America's forests with lots of different plants and animals. The Yangtze is China's biggest river, and the Mississippi-Missouri is important for farming in America. Finally, the Yenisei-Angara-Selenge in Russia is great for making electricity and traveling.

Rivers, Seas and Ocean

In Europe, some of the biggest rivers are the Danube, Volga, Rhine, Dnieper, and Loire. The Danube flows through many countries like Germany and Hungary. The Volga is in Russia and is super long. The Rhine is in countries like Germany and the Netherlands. The Dnieper is in Ukraine, and the Loire is in France.

Regions and Counties of the UK

Year 3

Key Questions to be answered during unit:

- What are the regions and counties of England?
- What are the human features of the UK?
- What are the physical features of the UK?
- What are my regions key human and physical features?
- What are the key topographical features found in the UK?
- Can I create a sketch map of my local area?

Themes explored in Y3:

- 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),

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

- To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key vocabulary:

Region, county, settlement, countryside, **landmark, human feature, physical feature**, man-made, **natural, locality, location**, **satellite**, lowland, upland, highland, mountain, hill, valley, rivers, lakes, forest, **topography**, elevation, compass rose, sketch map

Prior Knowledge:

In Year 1, children will learn about the United Kingdom. They will identify the four countries and capital cities of the United Kingdom. They willl also use maps and atlases to locate the four seas that surround the UK. Children will have used the terms urban and rural. They will be able to identify the difference between a village, town and city.
In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have identified the difference between human and physical features and used maps, symbols and grid references to locate different human and physical features.

Key Knowledge:

- England is split up into 9 regions. Each region contains counties, cities, towns villages. We live in the Yorkshire and Humber region
- A county is areas of land made up of country side and different settlements.
- The key human landmarks of the England are Clifton suspension Bridge, Stonehenge, Angel of the North, Blackpool Tower, Houses of Parliament. Northern Ireland – The Peace Bridge, Enniskillen Castle, Dunluce Castle, Mussenden Temple. Scotland - Caledonian Canal, Glenfinnan Viaduct, The Kelpies, Forth Bridge. Wales - South Stack Lighthouse, Tenby Harbour, Pontcysyllte Aqueduct, Cardi City Hall, Pierhead Building.
- **Human and physical features** are things that you can see all around you. **Human features** are things people have built (e.g. **houses, roads, bridges**).
- **Physical features** would be here even if there were no people around (e.g. **seas, mountains, rivers**).
- Key features of UK - Lake Windermere is the largest lake in England. The Pennines are a ridge of hills and mountains running down the centre of northern England. The River Severn is the longest river in the UK. It flows in England and Wales. Much of East Anglia is lowland fens. The River Thames runs through London. The cliffs on the coastline are famous here. They are called the White Cliffs of Dover.
- Wales -Snowdonia, the Cambrian Mountains and the Brecon Beacons are the mountain ranges in Wales. The River Tywi is the longest river entirely in Wales.
- Scotland - **The Northern Highlands and the Grampian Mountains are the mountain ranges in Scotland. The most famous lake in Scotland is Loch Ness. The River Tay is the longest river in Scotland. Northern Ireland - The Giant's Causeway is an amazing rock formation on the coastline. Lough Neagh is the largest lake in the UK. Slieve Donard is the highest mountain in**
- **Northern Ireland.**
- **Maps** are useful diagrams for showing where places are located and the features of an area. A **topographical map** details the land's features, shape and elevation (height).

Resources Needed:

- Atlas
- Map of regions of the England
- Map of counties of England
- Map of Yorkshire
- Images of human features of UK
- Images of physical features of UK
- Satellite images of UK
- Topography Map of UK
- County map of Yorkshire
- Aerial map of Ackworth

Optional Tasks:

- Match human and physical features of Yorkshire to a map.
- Create a fact file of human and physical geography of Yorkshire
- Create a landmark map of the UK regions
- Compare culture across two regions or counties of England.

Regions and Counties of the UK

Year 3

Lesson Question:	What you will learn:	What you will do:
What are the regions and counties of England?	• England is divided into different areas called **regions**. There are nine **regions** in England, like the South East, South West, London, East Midlands, West Midlands, North West, North East, Yorkshire and the Humber, and the East of England. Each **region** has its own special places, people, and things to do! • Each **region** contains counties, cities, towns villages. • We live in Yorkshire and Humber. • A **county** is areas of land made up of **countryside** and different **settlements**.	• Recap learning from Year 1 on the four countries, capital cities which make up the UK and the four seas which surround it. • Atlas task – where in the UK do I live? • Use the clues to identify using an atlas where the people might live. • Locate on a map different countries in England • Locate where you live • Describe where in England you are located. • What counties are on the boarder of West Yorkshire? • Is there anything that makes our **county** special?
What are the human features of the UK?	• A **human feature** is something that is made or built by humans. • Depending on where you live the **human features** will be different. Country – less houses and more farms, cities have more shops of offices. • The key **human landmarks** of the England are Clifton suspension Bridge, Stonehenge, Angel of the North, Blackpool Tower, Houses of Parliament. • Northern Ireland – The Peace Bridge, Enniskillen Castle, Dunluce Castle, Mussenden Temple. • Scotland - Caledonian Canal, Glenfinnan Viaduct, The Kelpies, Forth Bridge. • Wales - South Stack Lighthouse, Tenby Harbour, Pontcysyllte Aqueduct, Cardi City Hall, Pierhead Building.	• Recap learning from Year 1 and 2 on the definitions of human and physical geography. • Recap sorting pictures **human and physical features** into their categories. • Chose a **man-made landmark** from the UK and use a computer or tablet to research it: Draw it, identify on a map of the UK where it is, when it was built, who built it, how many people visit it every year and why it was built? • Design your own **landmark** for the region of Yorkshire and Humber. Explain why you have created and what about the **region** it represents.
What are the physical features of the UK?	• A **satellite image** is an image taken from space. **Satellite images** give you a different insight compared to a usual map. **Satellite images** show you the different depths of sea. There are no labels on satellite images. • The Tees-Exe line is an imaginary line that you can draw on a map of the UK, which roughly divides the island into lowland and upland regions. Much of the north and west of the UK is covered in high ground and mountain ranges. In the south of England, the countryside is mostly rolling hills. • **Topography** maps show the shape and elevation of the land. They use lines called contour lines to show hills, valleys, and mountains. They also show rivers, lakes, and forests. However, they don't show things like buildings, roads, or cities. **Key features of UK:** • Lake Windermere is the largest lake in England. The Pennines are a ridge of hills and mountains running down the centre of northern England. The River Severn is the longest river in the UK. It flows in England and Wales. Much of East Anglia is lowland fens. The River Thames runs through London. The cliffs on the coastline are famous here. They are called the White Cliffs of Dover. • Wales -Snowdonia, the Cambrian Mountains and the Brecon Beacons are the mountain ranges in Wales. The River Tywi is the longest river entirely in Wales. • Scotland - The Northern Highlands and the Grampian Mountains are the mountain ranges in Scotland. The most famous lake in Scotland is Loch Ness. The River Tay is the longest river in Scotland. • Northern Ireland - The Giant's Causeway is an amazing rock formation on the coastline. Lough Neagh is the largest lake in the UK. Slieve Donard is the highest mountain in Northern Ireland.	• Recap Learning – Show children images of human features of the UK. Can children identify them and their location? • Define a **satellite image** • Identify key features of the UK using a satellite image. • Look at and discuss a **topography** map of the UK. • Jot the features that the **topography** shows and the features that it doesn't show. • Label what and where the main **physical features** are in England. • Identify what the key **physical features** are in your area and a fact about it.

Regions and Counties of the UK

Year 3

Lesson Question:	What you will learn:	What you will do:
What are my regions key human and physical features?	• England is divided into 9 **regions**. • We live in a **county** called Yorkshire. Yorkshire can be split into 4 main regions: North, South, West and Humber • There are many areas of uplands in the region, including Pennines. • The vale of York is a large area of flat land, much is used for farming. • The name "Yorkshire" comes from the Old English words "Eoforwīc" and "scīr," which together mean "shire" or "district" around the city of York. Historically York was the major **settlement** of the region. • Since then things have changed dramatically, around 5 and a half million people live in Yorkshire and the Humber region. Leeds and Sheffield have the highest population with over 500,000 in each city.	• Recap the nine **regions** of the England. • Recap learning matching definitions of **region**, county, city, village • Label the different counties found in the **region** of Yorkshire and Humber. • Use language to describe the location of the **counties** in relation to Ackworth. • Use an atlas or digital map to identify different **human and physical features** in the region of Yorkshire • Locate and identify these on a map of Yorkshire.
What are the key topographical features found in the UK?	• Maps are useful diagrams for showing where places are located and the features of an area. A **topographical** map details the land's features, shape and elevation (height). • The height of the land is measured by how high it is above sea level. We can show this in different ways on **topographical** maps. • The colours change depending on the height of the land. • The key helps to identify the elevation. • The "Three Peaks" typically refer to the highest mountains in Scotland, England, and Wales. These are: Ben Nevis in Scotland, Snowdon in Wales, and Scafell Pike in England. These peaks are popular targets for hikers aiming to conquer the highest points in each country of the United Kingdom. • Many of Scotland's mountains are bigger than both Snowdon and Scaffell Pike, so whilst Ben Nevis is the largest in the UK, Snowdon and Scafell Pike do not feature in the tallest 3 mountains of the UK.	• Recap definition of **physical features** • Recap - Identify some **physical features** of the **region** of Yorkshire • Discuss which physical features are shown on different topographical maps. • Identify how a key on a map helps us to work out the height of an object. • Use a **topographical** graph to locate each of the three peaks (Ben Nevis in Scotland, Snowdon in Wales, and Scafell Pike in England) and determine their elevation.
Can I create a sketch map of my local area?	• Sketch maps are simple drawings of an area. They don't have much detail and only show the main features of an area. • A sketch map needs a title, compass rose, main roads, human and physical features, symbols and a key.	• Use an aerial photograph to draw a sketch map. • Research your local area, identifying the human and physical features. Use a key to represent them and draw your own sketch map of your local area.

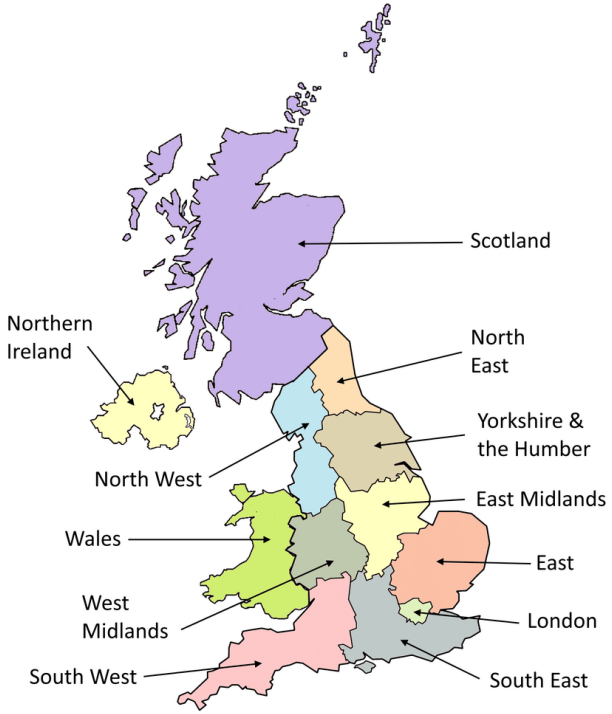
Regions and Counties of the UK

Year 3

Key Vocabulary	
Region	A large area with similar characteristics, like climate or culture.
County	A smaller area within a country, often with its own government.
Settlement	A place where people live, such as a village or town.
landmark	A notable feature or building, like a famous monument or mountain.
Human feature	Something made by people, like roads or buildings.
Physical feature	A natural part of the landscape, like mountains or rivers. Natural: Something that occurs in nature, not made by humans.
Satellite Image	The loss of coastal lands.
Topography	The shape and features of the land's surface, like hills or valleys. Maps of this show the height of land and depth of seas.
location	Where something is found or situated.
locality	A particular area or neighbourhood within a region.
natural	Using natural resources in a way that we could keep doing for a long time

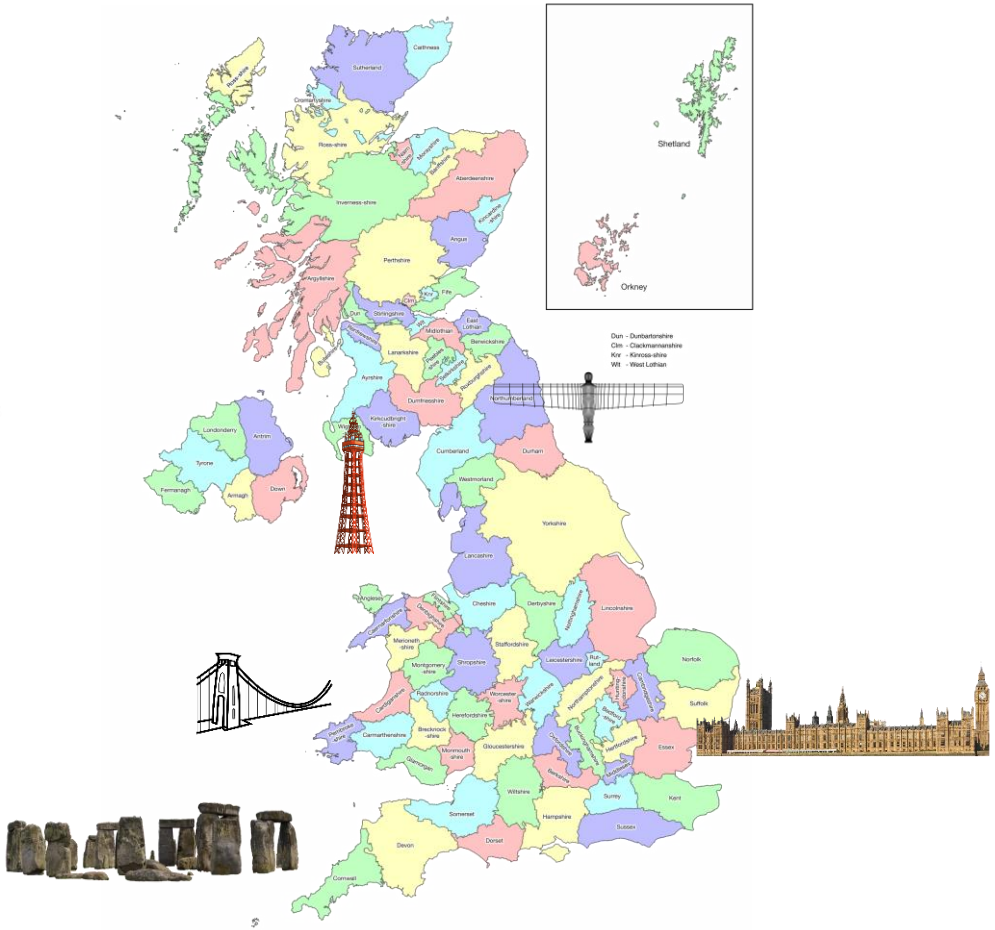
Regions

The country of England is split up into smaller sections called regions. There are 9 regions of England. Each of these regions contain counties, cities, towns and villages.



Counties

Counties in England are areas that divide the country into smaller regions. They have historical importance and reflect cultural, geographic, or political boundaries. Each county usually has its own local government, like a county council, which provides services such as education and transportation. Counties differ in size and population and can include towns, villages, and rural areas.



Human Geography

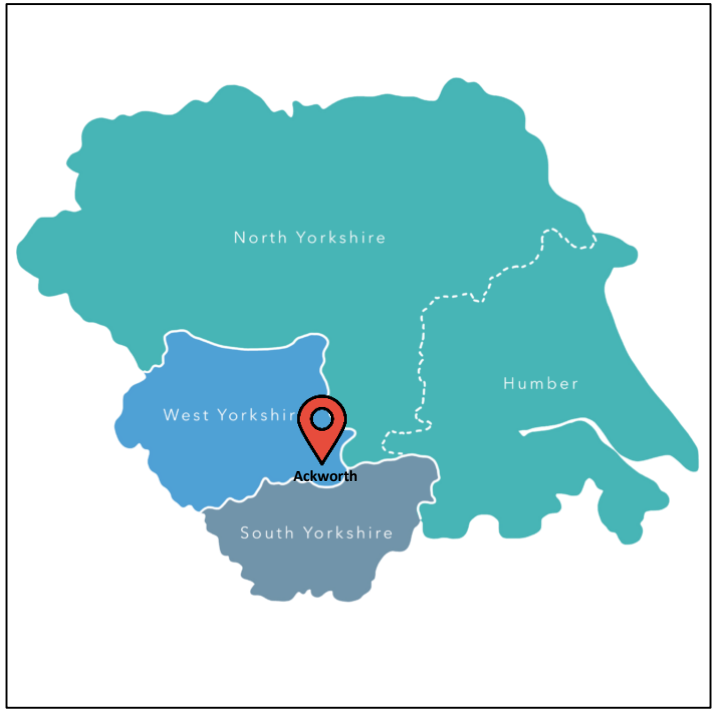
Human geography is all about how people live and interact with their surroundings. In the UK, human geography might look at landmarks like cities, towns, and villages, and try to figure out why they're located where they are. It also explores famous human-made structures like the Tower of London, Buckingham Palace, and the London Eye, and how they shape the way people live and work in those areas.

Physical Geography

Physical geography is about the natural features of the Earth and how they affect life on our planet. It explores things like mountains, rivers, oceans, and weather patterns. In the UK, physical geography might study landmarks like the Lake District, the River Thames, or the English Channel. It also looks at natural phenomena such as rainfall, temperature, and the formation of landscapes, helping us understand the world around us.

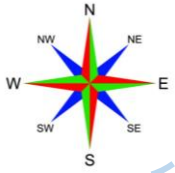
Regions and Counties of the UK

Year 3



Yorkshire Location

Yorkshire is located in the north of England, bordered by several other counties and regions. To the north, Yorkshire is bordered by County Durham and Northumberland. To the east, it is bordered by the North Sea. To the south, it is bordered by the counties of Nottinghamshire, Lincolnshire, and Derbyshire. To the west, Yorkshire shares borders with the counties of Lancashire, Greater Manchester, and Cumbria. Overall, Yorkshire occupies a central position within the northern region of England.



The County of Yorkshire

Yorkshire and the Humber is a diverse region in the north of England, known for its rich history, stunning landscapes, and vibrant culture. One of the largest counties in England, Yorkshire is often divided into North Yorkshire, South Yorkshire, West Yorkshire, and East Riding of Yorkshire. Here are some things that make Yorkshire unique and special:

- **Breath-taking Landscapes:** Yorkshire boasts diverse landscapes, from the rugged beauty of the Yorkshire Dales and North York Moors to the picturesque coastline along the North Sea. These areas offer opportunities for outdoor activities like hiking, cycling, and exploring charming villages.
- **Historic Cities and Towns:** Yorkshire is home to vibrant cities such as Leeds, Sheffield, and York, as well as quaint market towns like Harrogate and Whitby. Each place has its own distinct character, with impressive architecture, historic landmarks, and bustling markets.
- **Cultural Heritage:** Yorkshire has a rich cultural heritage, with a strong tradition of literature, art, and music. It's the birthplace of renowned authors like the Brontë sisters, as well as home to world-class museums, galleries, and theatres.
- **Culinary Delights:** Yorkshire is famous for its delicious food and drink, including Yorkshire pudding, Wensleydale cheese, and Yorkshire tea. The region also boasts a thriving culinary scene, with award-winning restaurants and artisan producers showcasing the best of local ingredients.
- **Warm Hospitality:** Yorkshire is known for its friendly and welcoming people, who take pride in their communities and heritage. Visitors can expect a warm reception and genuine Yorkshire hospitality wherever they go in the county.

Topography

Topography refers to the physical features of an area or region, including its elevation, terrain, and landforms. It encompasses characteristics such as mountains, valleys, plains, rivers, and lakes, as well as human-made features like roads and buildings. Topography is essential for understanding the shape and structure of the Earth's surface and how it influences natural processes, human activities, and environmental conditions in different locations. Maps that display topographic information are called topographic maps, which use contour lines and symbols to represent the landscape's features accurately.

Physical features of the UK

The landscape of the UK is very varied. **Physical features** would be here even if there were no people around **(e.g. seas, mountains, rivers).**

The Giant's Causeway is an amazing rock formation on the coastline.

Snowdonia National Park, the Cambrian Mountains and the Brecon Beacons are the mountain ranges in Wales.

The Northern Highlands and the Grampian Mountains are the mountain ranges in Scotland.

The cliffs on the coastline are famous here. They are called the **White Cliffs of Dover.**

Human features of the UK

A human landmark is a **human-made feature** of a landscape or town that is recognisable from a distance.

Glenfinnan Viaduct, Inverness-shire, Scotland

Wales Millennium Centre, Cardiff, Wales

Titanic Belfast, Belfast, Northern Ireland

Stonehenge, Wiltshire, England

Land use

Year 3

Key Questions to be answered during unit:

- What are types of land use?
- What are the important features of a settlement and why do settlers choose specific places?
- How can I record the facilities that are available in my local area?
- How can I present and analyse information about local facilities?

Themes explored in Y3:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

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

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

Key vocabulary:

Farmland, **agriculture**, leisure, **recreational**, **industrial**, **residential**, housing, business, **commercial**, **land use**, hamlet, **settlement**, urban, **suburban**, industrial revolution, facilities, rural, urbanised, **facilities, community, bar chart, line graph**

Prior Knowledge:

In Year 1, children will learn about the United Kingdom. They will identify the four countries and capital cities of the United Kingdom. They willl also use maps and atlases to locate the four seas that surround the UK. Children will have used the terms urban and rural. They will be able to identify the difference between a village, town and city. In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have identified the difference between human and physical features and used maps, symbols and grid references to locate different human and physical features. In Year 3, children will have learnt about regions and counties of the UK, as well as human and physical geography of the UK regions. They will have learnt about rivers and the water cycle.

Key Knowledge:

- Land use can be farm land (agricultural) , leisure (recreational), industrial, housing (residential), business (commercial).
- A settlement is where people live – town, village, cities and hamlets.
- Housing types – urban, suburban and rural.
- Settlements were built near fresh water to drink. They would also need a food source. This could be, animals, plants and trees. The land needed to be suitable for farming – flat, open and unlikely to flood. Some urban areas have become run down as big cities have grown. Some people prefer to live inner-city because of jobs, transport, close to amenities.
- Buses, trains, ferries, taxis are main examples of public transport.
- To analyse your findings you must- look at all of them carefully, understand the information.
  To present your finding you should, explain things clearly, add graphs to make it easier to understand, explain your findings.
- To evaluate your findings you should, think about what went well and what you would change next time.

Resources Needed:

- Photographs or Ackworth, Pontefract and Wakefield
- Maps of Ackworth, Pontefract and Wakefield
- Google maps
- A fake newspaper article describing the desire to change Carr Bridge Park in to a supermarket.
- Images of different settlement types.
- A graph representing change of settlements over time.

Optional Tasks:

- create a leaflet for the local community to present your findings.

Land use

Year 3

Lesson Question:	What you will learn:	What you will do:
What are the types of land use?	• Land use can be farmland (agricultural) , leisure (recreational), industrial, housing (residential), business (commercial). • Land use can be identified by road signs, maps, photos and speaking to people. • A settlement is where people live – town, village, cities and hamlets. • Housing types – urban, suburban and rural.	• Recap definitions of a village, town, city • Use a laptop or iPad to research a village, town and city in]Yorkshire and record your findings. • Village – East Hardwick/Ackworth • Town – Pontefract • City – Wakefield
How have land use patterns changed over time in the UK?	• Over half of the land in the UK is used for farming. People first started to farm the land in the Neolithic period around 6000 years ago. Before that, most of the land in the UK would have been natural space. • Less than one-tenth of the UK is urban. Over 250 years ago, the land in the UK started to become more urbanised, with more factories, houses, roads and train lines being built. This period was called the Industrial Revolution, and many people moved from rural to urban areas to find work. • Over the past 100 years the population of the UK has increased by over half, because of this the way we use land has changed. This means more housing and facilities.	• Read an email asking for the local park to be knocked down for a supermarket to be built and discuss why this would be a good idea and a bad idea. Share ideas with the whole class. • Write an email to the architect telling them your thoughts on destroying the park to build a new supermarket.
What are the important features of a settlement and why do settlers choose specific places?	• Settlements were built near fresh water to drink. They would also need a food source. This could be, animals, plants and trees. The land needed to be suitable for farming – flat, open and unlikely to flood. • Some people are moving out of cities for a better quality of life. • 70% of land in England is agriculture, 15% is unused and 10% is residential, commercial, recreational or industrial. 5% is used for green spaces. • From space you can see the major cities due to the light that they produce. • When settling in a location, peoples requirements are essential and desirable • Some urban areas have become run down as big cities have grown. Some people prefer to live inner-city because of jobs, transport, close to amenities.	• Read and discuss all the features of a settlement. Rank the features from least important to most important in your opinion. Discuss and share your opinions with your partner. • Use your knowledge to decided where you would build your settlement, explain how you would use your surroundings to survive.
How can I record the facilities that are available in my local area?	• Transport links are a key part of our everyday lives, especially travelling to school and work. These journeys are usually by car, van, bicycle or motorbike. • Buses, trains, ferries, taxis are main examples of public transport. • What facilities can be found in our local area and how do people travel to them? • Collect data about what facilities are in the local area using a tally chart. • Collect data about what transport links are in the area and record them on a tally chart. • Use a questionnaire to ask local community members about travel in the local area.	• To map our local area using google maps before going out and recording data. Looking for – streets we will study, types of facilities, types of residential homes, transport links. • Use your map to go out into the local area and gather data. • To record, facilities, travel and community member questionnaire.

Land use

Year 3

Lesson Question:	What you will learn:	What you will do:
How can I present and analyse information about local facilities?	• To analyse your findings you must- look at all of them carefully, understand the information. To present your finding you should, explain things clearly, add graphs to make it easier to understand, explain your findings. • To evaluate your findings you should, think about what went well and what you would change next time. • Line graphs are used to show changes over time, bar graphs are to show the size of different information that has been collected, comparing it to one another. • Bar charts need a key, axis, numbered scale, title and a label. • Line graph needs, axis numbered scale, axis titles, lines to show the results. Points plotted, a key and a title.	• Use your data about the facilities in your local area to create a bar chart. • Use your data about types of transport to create a line graph. • Explain what your fieldwork investigation has shown.

Land use

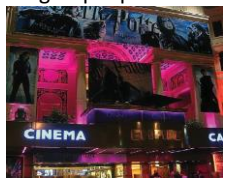
Year 3

Key Vocabulary	
agriculture	Areas of land used for growing plants and raising animals on farms.
Recreational	Areas of land used for fun activities done for enjoyment. Such as parks, playgrounds.
Industrial	Areas of land used for factories and machines making goods.
Residential	Areas of land used for people's homes.
Commercial	Areas of land used for buying and selling products. Examples: shops, supermarkets.
Hamlet	a settlement with a small group of houses and no other buildings
Land use	how land is used by people.
Line graph	a line graph can represent data to show changes over time and is plotted as individual points connected by lines
Bar Chart	Shows information with bars and be used to show the amount of data for each land use.
Suburban	A housing area located outside the city.
Settlement	a place where people live which can be categorised into hamlets, villages, towns and cities
Facilities	Buildings or places that provide services.
Industrial Revolution	A time when machines changed how things were made. In Britain it led to the growth of factories and towns became larger.
Community	A group of people living and working together in the same area.

Land Use

Land can have many different uses. Land use can be identified by following road signs and symbols, using maps, looking at photographs and speaking to people from the area.

agriculture



recreational

industrial

residential

commercial

Settlement Requirements

For a settlement to be happy and healthy, it needs things like clean water to drink and grow crops, good land for farming and building houses, and roads or paths for traveling. It's also important for settlements to have schools, hospitals, and stores nearby so people can get what they need easily.

Essential	Desirable
shelter	farmland
food	transport links
water	entertainment
fuel	green space
safety	neighbours
materials	shops education
power supply	healthcare

Settlements

Settlements are places where people live, work, and interact. They can range from small villages to large cities, each with its own infrastructure and services, forming the backbone of human habitation and society.

Hamlet

A hamlet has a tiny population (fewer than 100) and only has a few buildings.

Village

A village is larger than a hamlet but smaller than a town. The population of a village varies. The average population can range in the hundreds.

Town

A town is larger than a village and (usually!) smaller than a city. They have multiple services and a population between 10,000 and 100,000.

City

A city usually has a large population and many services. Most cities have a cathedral.

Housing Types

Urban

Suburban

Suburban

Rural

Land use

Year 3

Data Collection Methods

We can record data from our fieldwork in many ways, including:

- completing field sketches of the location
- taking photographs
- recording the location and information collected in the form of tables or tally charts
- collecting the views of people we might meet during the fieldwork, such as local shopkeepers, office workers or people who might be in the local area

Settlement Requirements

When you analyse your findings, you should:

- look at all of them carefully
- try to understand the information the data is showing

It's like **solving a puzzle** by figuring out how the **pieces fit together**!

When you present your findings to others, you should:

- explain things clearly
- add graphs to make it easier to understand
- explain what you found out

When you evaluate your findings, you should:

- think about how well you carried out your investigation
- think about what you could improve next time

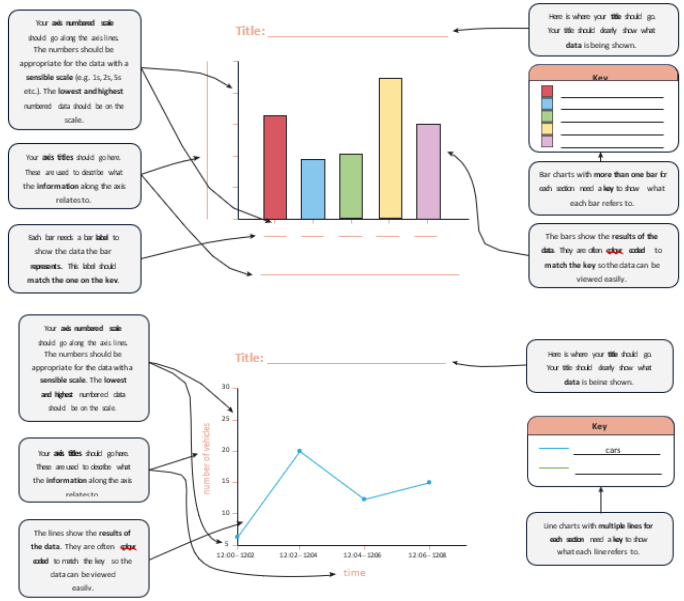
How can we present our data?

There are several **different methods of presenting fieldwork data**, including using **different graphs.**

Line graphs can be used to represent data to show **changes over time**. It is plotted as **individual points connected by lines.**

Bar charts allow us to organise information using **bars of different lengths.** The length of these bars represents the **size of the information** collected by comparing one bar to another.

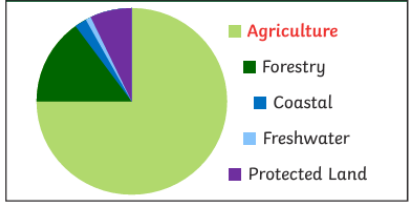
Bar and Line Graphs



How is Land Used?

90% of land in the UK is rural.	10% of the UK is urban.
• Housing	• Housing
• Factories	• Factories
• Education	• Education
• Recreation	• Recreation
• Business	• Business
• Farming	• Healthcare
	• Transport
	• Retail

How Rural Space Is Used in the UK



Large Urban Areas in England

- London
- Birmingham
- Manchester
- Liverpool
- Leeds
- Newcastle

Farming

- Growing grains
- Growing fruit and vegetables
- Growing flowers
- Growing grass
- Breeding animals for meat and other produce e.g. milk and eggs

Essential Vocabulary

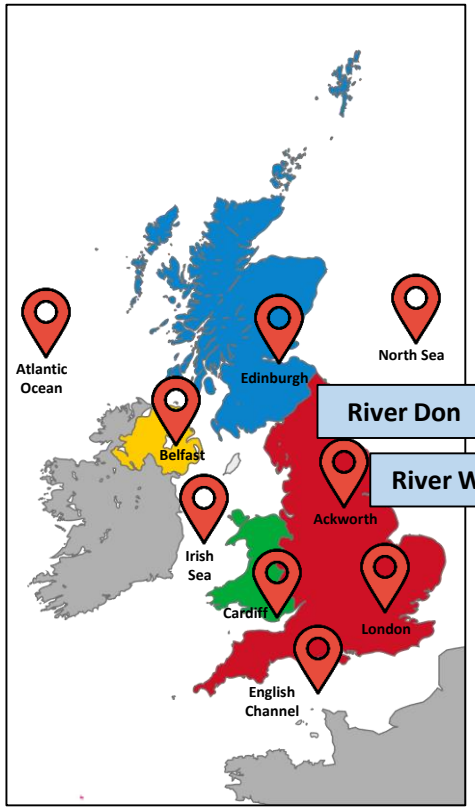
Year 3

Condensation
Delta
Estuary
Floodplain
Meander
Oxbow lake
River mouth
Source
Tributary
Valley
Trade
Economic Activity

County
Settlement
landmark
Human feature
Physical feature
Satellite Image
Topography
location
locality
natural

Recreational
Industrial
Residential
Commercial
Hamlet
Land use
Line graph
Bar Chart
Suburban
Settlement
Facilities
Industrial Revolution
Community

Year 4 – Locational Knowledge



North Pole

Northern Hemisphere

Greenland

Alaska, USA

Iceland

Norway

Russia

Mount Etna

Tropic of Cancer

Brazil

Ecuador

Kenya

Equator

Amazon Rainforest

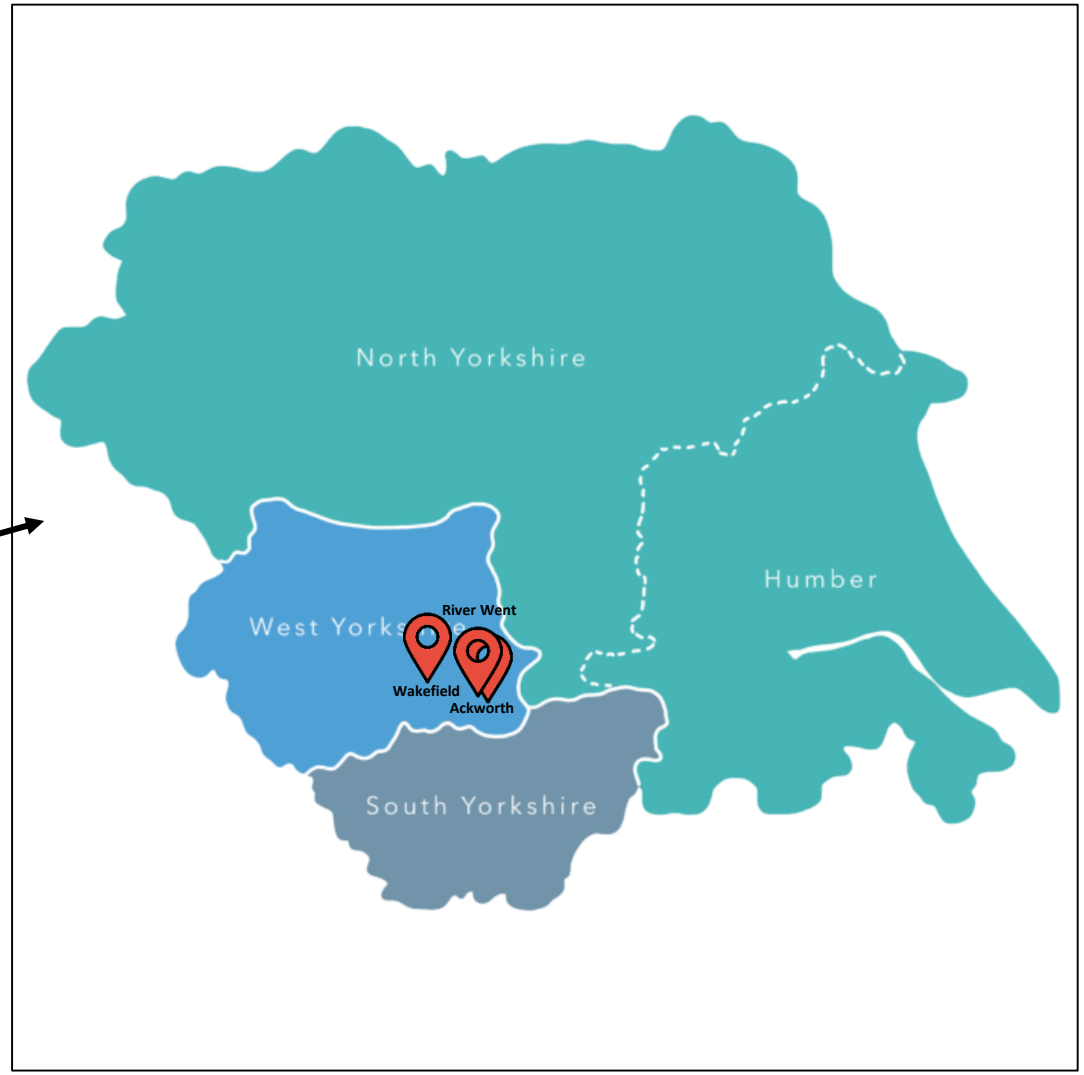
Tropic of Capricorn

South Pole

Greenwich Meridian Time

Southern Hemisphere

Year 4 – Locational Knowledge



All around the world

Year 4

Key Questions to be answered during unit:

- Where is the Northern and Southern Hemisphere?
- What is latitude and longitude?
- What is significant about the Arctic and Antarctic circle?
- Can you compare the Tropics with the UK?
- What countries are on the Meridian Line?
- What are time zones?

Themes explored in Y4:

- To identify the position and significance of latitude and longitude, Arctic and Antarctic circle, Equator, Northern and Southern Hemisphere and the Tropics od Cancer and Capricorn.
- 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)

- To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.

Key vocabulary:

Equator, Northern Hemisphere, Southern Hemisphere, Latitude, longitude, co-ordinates, Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica, Tropic of Cancer, Tropic of Capricorn, the **tropics**, tropical, **climate**, Prime **Meridian**, Greenwich Meridian, Greenwich Mean Time, Greenwich Mean Time, GMT, International Date Line, time zone.

Prior Knowledge:

In Year 1, children will learn about the United Kingdom. They will identify the four countries and capital cities of the United Kingdom. They willl also use maps and atlases to locate the four seas that surround the UK.
In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have named and labelled the norther and southern hemispheres on a globe and map. In Year 3, children will have learnt about regions and counties of the UK, as well as human and physical geography of the UK regions. They will have learnt about rivers and the water cycle, where they will have learnt the name of the largest river in each of the continents.

Key Knowledge:

- Each part of the globe is called a **hemisphere**.
- The top part is the **Northern Hemisphere**.
- The bottom part is the **Southern Hemisphere**.
- The Equator divides the globe into two **equal** halves.
- Lines of latitude (also known as **parallels**) circle the Earth from east to west.
- Lines of longitude are the lines which run north and south. These lines are measured in the same way as the lines of latitude.
- The North Pole is located in the Arctic Circle - a circle at latitude 66°N.
- The South Pole is located in the Antarctic Circle – a circle at latitude 66°S.
- Meridians divides the Earth into two hemispheres, the Eastern Hemisphere and the Western Hemisphere. We need the meridians for longer journeys.

Resources Needed:

- Globe
- Atlases
- Temperature graphs for a country in the Northern Hemisphere and a country in the Southern Hemisphere

- Topic books
- Access to child friendly internet research sites

Optional Tasks:

- Use polystyrene craft balls or papier mache to make model globes, showing the Equator, the UK and the country children chose to research, and display these alongside the children's fact cards.

All Around The World

Year 4

Lesson Question:	What you will learn:	What you will do:
Where is the Northern and Southern Hemisphere?	• Each part of the globe is called a **hemisphere**. • The top part is the **Northern Hemisphere**. • The bottom part is the **Southern Hemisphere**. • The Equator divides the globe into two **equal** halves • Countries along the equator are, Equador, Kenya, Brazil, Colombia, Uganda. • Due to the Earth's natural bulge where the equator is located, the equator is closer to the Sun than any other place, this also results in higher temperatures all year round.	• Recap – Prior learning Year 2 Continents of the world, oceans of the world • Recap – Prior learning Year 2 – The world is split to hemispheres (North and South) • Locate the UK on a globe and describe its position. • Identify the equator and what countries are located along the equator. • Describe what weather countries on the equator usually have. • Research a country in the northern hemisphere, southern hemisphere or equator and create a fact card about it. • Compare the average temperature of the two countries.
What is latitude and longitude?	• Lines of latitude (also known as **parallels**) circle the Earth from east to west. • Lines of longitude are the lines which run north and south. These lines are measured in the same way as the lines of latitude. • We use numbers and letters to create a co-ordinate. • Within the co-ordinate, the ° stands for degrees and the ‘ stands for minutes. • The letters relate to north, south, east or west and are shown as capitals. • The latitude is always given first.	• Recap – Year 2 Map Reading – 4 figure grid reference • Discuss what lines of latitude and longitude are. • Identify the locations given using atlases or maps. • Look at the coordinates for our school. • Use google maps to search for locations using co-ordinates.
What is significant about the Arctic and Antarctic circle?	• The North Pole is located in the Arctic Circle - a circle at latitude 66°N. • The South Pole is located in the Antarctic Circle – a circle at latitude 66°S. • Countries in the Polar Region are -Norway, Sweden, Finland, Russia, United States of America (Alaska), Canada, Greenland and Iceland. • Antarctica is a continent but it contains no countries. It is not owned by any one country. The global community have agreed it should be an area of peace and science. The environment is protected, with mining and military activities banned. • The hours of day light are significantly different compared to London.	• Discuss what countries are in the Arctic circle, what life might be like and what animals may live there. • Complete a quiz about the Arctic circle. • Compare day light in London to the Arctic circle.

All Around The World

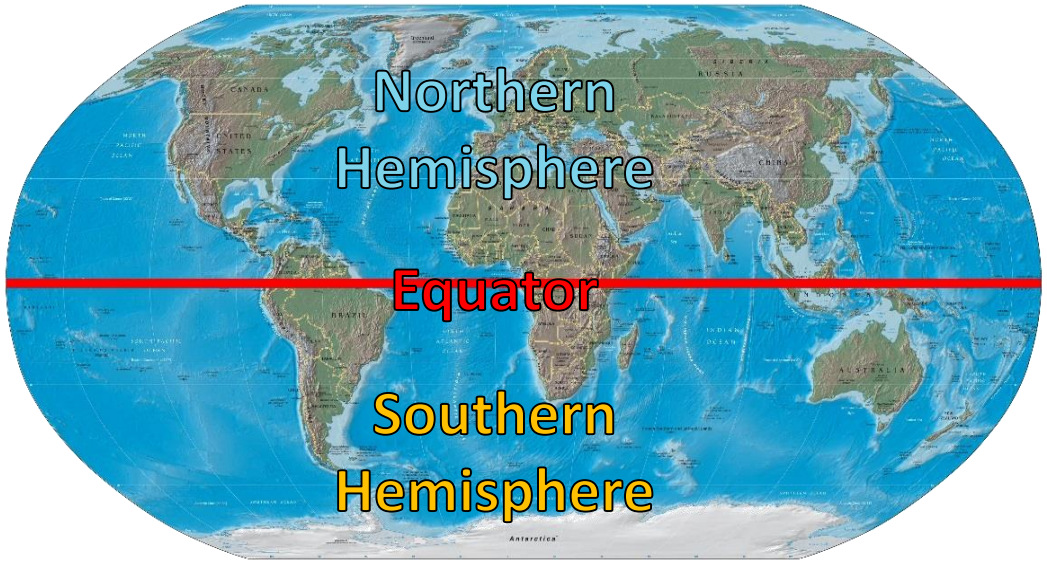
Year 4

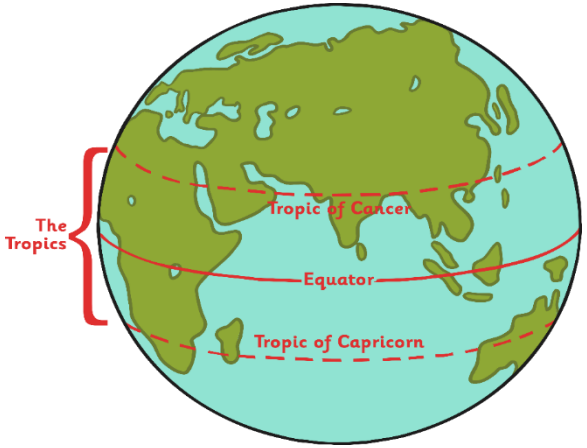
Lesson Question:	What you will learn:	What you will do:
Can you compare the Tropics with the UK?	• The Tropic of Cancer, or the Northern Tropic, is the circle of latitude on the Earth that marks the most northerly position at which the Sun can be directly overhead. • The Tropic of Capricorn, or Southern Tropic, marks the most southerly latitude on the Earth at which the Sun can be directly overhead. • In the tropics there are no cold seasons, it is always hot, it is very humid and sweaty, some areas have lots of rain, some are very dry, it is still hot when it rains, it never snows, the sun shines every day.	• Describe the similarities and differences between the weather in the UK and the tropics. • Research an area of the Tropics. • Present a weather forecast using a world map.
What countries are on the Meridian Line?	• The lines of longitude are also called meridians. • Meridian comes from a Latin word that means midday. • The sun crosses each meridian half way between sunrise and sunset. • The Prime Meridian is at longitude 0°. • It divides the Earth into two hemispheres, the Eastern Hemisphere and the Western Hemisphere. We need the meridians for longer journeys. • In the Northern Hemisphere, the Prime Meridian passes through the UK, France and Spain in Europe and Algeria, Mali, Burkina Faso, Togo and Ghana in Africa. In the Southern Hemisphere it passes through Antarctic.	• Use a world map or globe to identify the Meridians. • Discuss the problems that could have been caused by different countries basing their maps on a 0 longitude • Research a country located on the Prime Meridian.
What are time zones?	• The Earth spins on its axis (an imaginary line) and over the course of 24 hours, different parts of the planet are facing towards the Sun and different parts are facing away from it. • Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the Sun is highest, we have to divide the world into time zones. • The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees, so the Earth turns 15 degrees each hour. • The Earth has 24 different times zones- one for each hour in the day. •	• Explore why we have day and night. • Use a globe to identify countries that are on the opposite side of the world to us. • Analyse time zone maps. • Calculate different time zones.

All Around The World

Year 4

Key Vocabulary	
Equator	Imaginary line dividing Earth into North and South Hemispheres, making the middle
Hemisphere	A half of the earth, usually divided by the equator into the northern and southern hemisphere.
Northern Hemisphere	The half of the Earth north of the Equator.
Southern Hemisphere	The half of the Earth south of the Equator.
Latitude	Imaginary lines going east to west on a map, measuring distance from the Equator.
Longitude	Imaginary lines going north to south on a map, measuring distance from the Prime Meridian.
Coordinates	Numbers showing a location's position using latitude and longitude.
Polar Region	Areas near the North and South Poles with very cold weather.
North Pole	The northernmost point on Earth, where the axis meets the surface.
South Pole	The southernmost point on Earth, where the axis meets the surface.
Arctic Circle	Imaginary line around the North Pole marking where it's always dark in winter.
Antarctic Circle	Imaginary line around the South Pole marking where it's always light in summer.
Tropics	Warm region near the Equator with lush vegetation and diverse wildlife.
Climate	Weather patterns in an area over a long time, like if it's usually hot or cold.





The Tropics

- The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.
- Between the tropics the weather is hot all year round.

- Rainfall can vary here. In some places, there is very little rain, some areas have a rainy season and some places have lots of rain all year round.

Tropical Rainforest

- South America, Africa and Southeast Asia
- Constantly warm
- No dry season
- Average 60mm rain per month

Tropical Dry Forest

- Mexico, Brazil, Southeast Asia and India
- Warm all year round
- Long dry seasons

Tropical Coniferous Rainforest

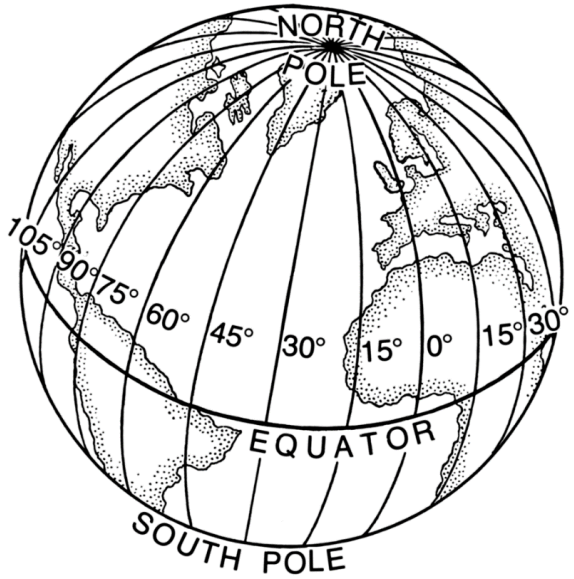
- North & Central America and Asia
- Steady temperatures all year round
- Low precipitation

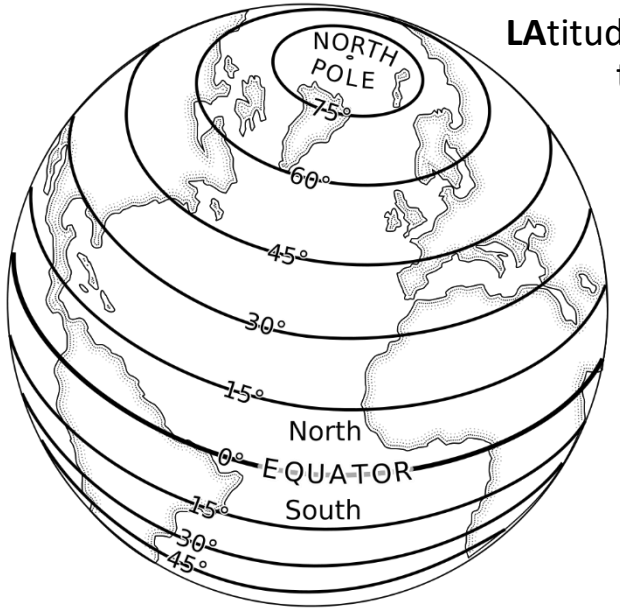
Tropical Grasslands (Savannahs)

- Africa, Asia, India and Australia
- Hot
- Dry season lasts up to 9 months
- 900mm – 1500mm rain per year

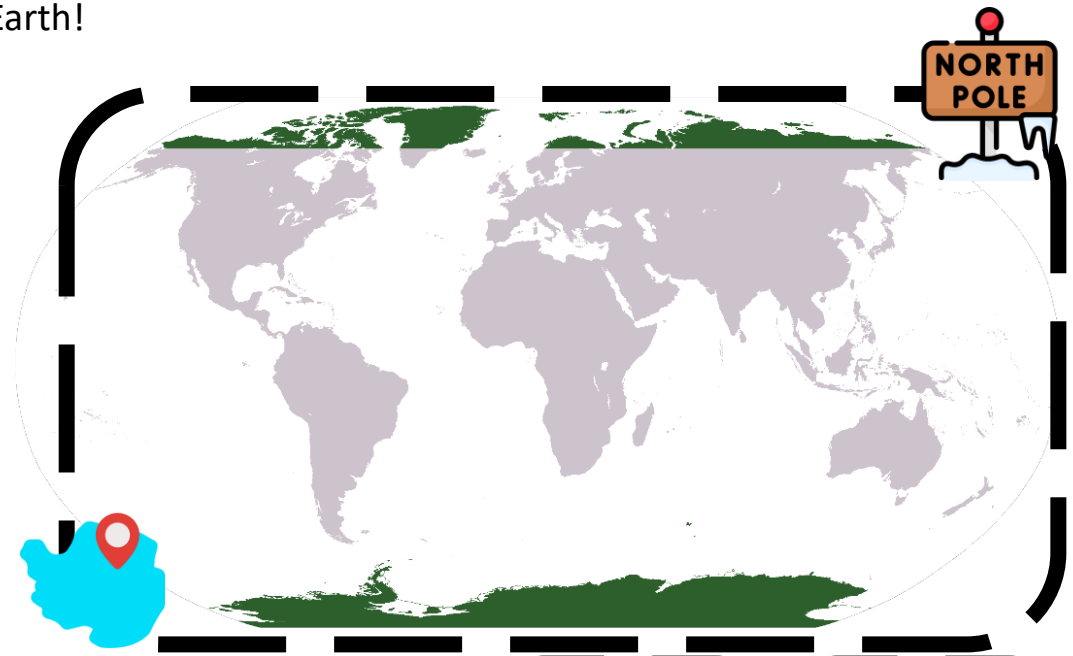
All Around The World

Year 4



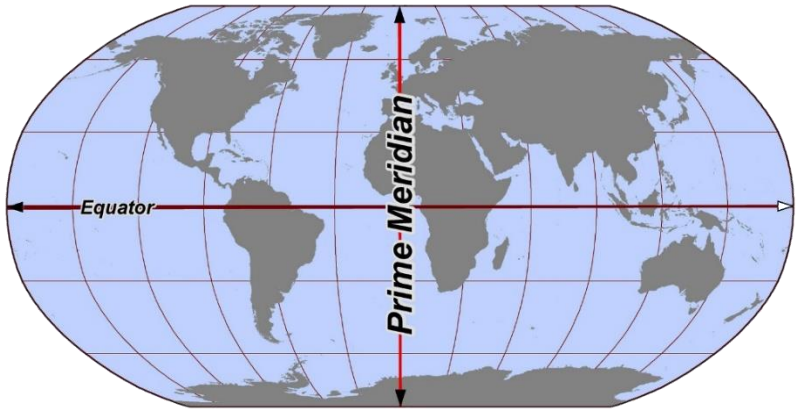


LAtitude - **L**ines **A**round the Earth!



LOngitude - **L**ines **O**ver the top of the Earth!

Longitude and Latitude
Latitude lines run around the earth east to west. These lines are the same distance apart from each other.
Longitude lines run over the top of the earth north to south. These lines are not equally distant from each other.
These lines are used to give the specific location of anywhere in the world using co-ordinates.



The North Pole is located in the Arctic Circle - a circle at latitude 66°N.

The South Pole is located in the Antarctic Circle – a circle at latitude 66°S.

Rainforests

Year 4

Key Questions to be answered during unit:

- Where in the world are tropical rainforests?
- What is the Amazon rainforest like?
- Who lives in thee rainforest?
- How are the rainforests changing?
- How is our local woodland used? Data collection
- How is our local woodland used? Findings

Themes explored in Y4:

- locate the world's countries, using maps to focus on location of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator

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

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

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

Key vocabulary:

Biomes, rainforest, climate, landscape, tropics, tropic of Capricorn, tropic of cancer, vegetation, indigenous, forest floor, understory layer, canopy layer and emergent layer, carbon cycle, deforestation,

Prior Knowledge:

In Year 1, children will learn about the United Kingdom. They will identify the four countries and capital cities of the United Kingdom. They willl also use maps and atlases to locate the four seas that surround the UK.
In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have named and labelled the norther and southern hemispheres on a globe and map. In Year 3, children will have learnt about regions and counties of the UK, as well as human and physical geography of the UK regions. They will have learnt about rivers and the water cycle, where they will have learnt the name of the largest river in each of the continents.

Key Knowledge:

- Biomes are parts of our world that have similar climates, landscapes, plants and animals. A biome is a part of the world with a similar climate and landscape, where similar plants and animals live.
- The tropics of Capricorn and Cancer are linked to rainforest biomes because between the tropics we find the hottest and wettest climates on our globe, rainforests need this heat and water to grow their particular vegetation.
- Plants adapt in the rainforest -Drip tips mean rain can run off leaves without damaging them; buttress roots keep tall trees stable in the wet soil and strong winds; thin, smooth bark ensures rain can run off trees easily; lianas (vines) wind their way up other plants to reach sunlight.

Indigenous peoples have their own cultures, beliefs and ways of live that are different to ours.

- 35% of the rainforest is home to indigenous people.
- The Amazon rainforest is important because of the carbon cycle -Carbon is a greenhouse gas, which means it traps heat from the sun in our atmosphere and makes the temperature around the world hotter. This is called global warming. Therefore, we need to plant more trees and stop cutting them down.

Resources Needed:

- Laptops /ipads
- Google maps
- Atlases
- Globes
- Local woodland for fieldwork

Optional Tasks:

Create a poster about the important of the amazon rainforest and how global warming is affecting it.

Rainforests

Year 4

Lesson Question:	What you will learn:	What you will do:
Where in the world are tropical rainforests?	• Biomes are parts of our world that have similar climates, landscapes, plants and animals. • The tropics of Capricorn and Cancer are linked to rainforest biomes because between the tropics we find the hottest and wettest climates on our globe, rainforests need this heat and water to grow their particular vegetation. • A biome is a part of the world with a similar climate and landscape, where similar plants and animals live. • The amazon rainforest is in the biome tropical forest.	• Label a map of the worlds biomes • Use an atlas and locate the Amazon rainforest • Discuss the features of the Amazon rainforest. • Annotate photos from the Amazon rainforest (weather, vegetation, animals and human life)
What is the Amazon rainforest like?	• Plants adapt in the rainforest -Drip tips mean rain can run off leaves without damaging them; buttress roots keep tall trees stable in the wet soil and strong winds; thin, smooth bark ensures rain can run off trees easily; lianas (vines) wind their way up other plants to reach sunlight. • Plants are a part of tropical forests vegetation. • Many areas near each other that have similar vegetation are called vegetation belts. • Rain forests have four layers, forest floor, understory layer, canopy layer and emergent layer. • Forest floor – wet, dark and hot • Understory layer – warm, damp and very bushy. Received little sunlight. • Canopy layer – more sunlight, rain and wind. Much sunnier and cooler. • Emergent layer, lots of sunlight rain and wind.	• Identify how plants have adapted to living in a rainforest. • Use a rainforest video clip to identify the different payers of a rainforest. • Cut out plants and animals and create your own rainforest scene, demonstrating understanding of its layers and corresponding vegetation and animals.
• Who lives in the rainforest?	• Many people live in the Amazon rainforest but not always in a city, some are indigenous peoples. Indigenous peoples have their own cultures, beliefs and ways of live that are different to ours. • 35% of the rainforest is home to indigenous people. • Indigenous people use the rainforest for using trees for drinking water, using rivers for transport and fishing, using plants for medicine, using trees to build homes, feeling at peace and a connection to nature. • Indigenous means people living in an area whose ancestors were the first group of people to live there. • Businesses and other groups have cut a lot of the forest down, this is called deforestation.	• Use images of amazon architecture to identify different people who may live there • Use a map to identify how much of the amazon rainforest is occupied by indigenous peoples. • Watch https://www.youtube.com/watch?v=5JvJCvdqvYs to think about how indigenous peoples use the rainforest and create a mindmap.

Rainforests

Year 4

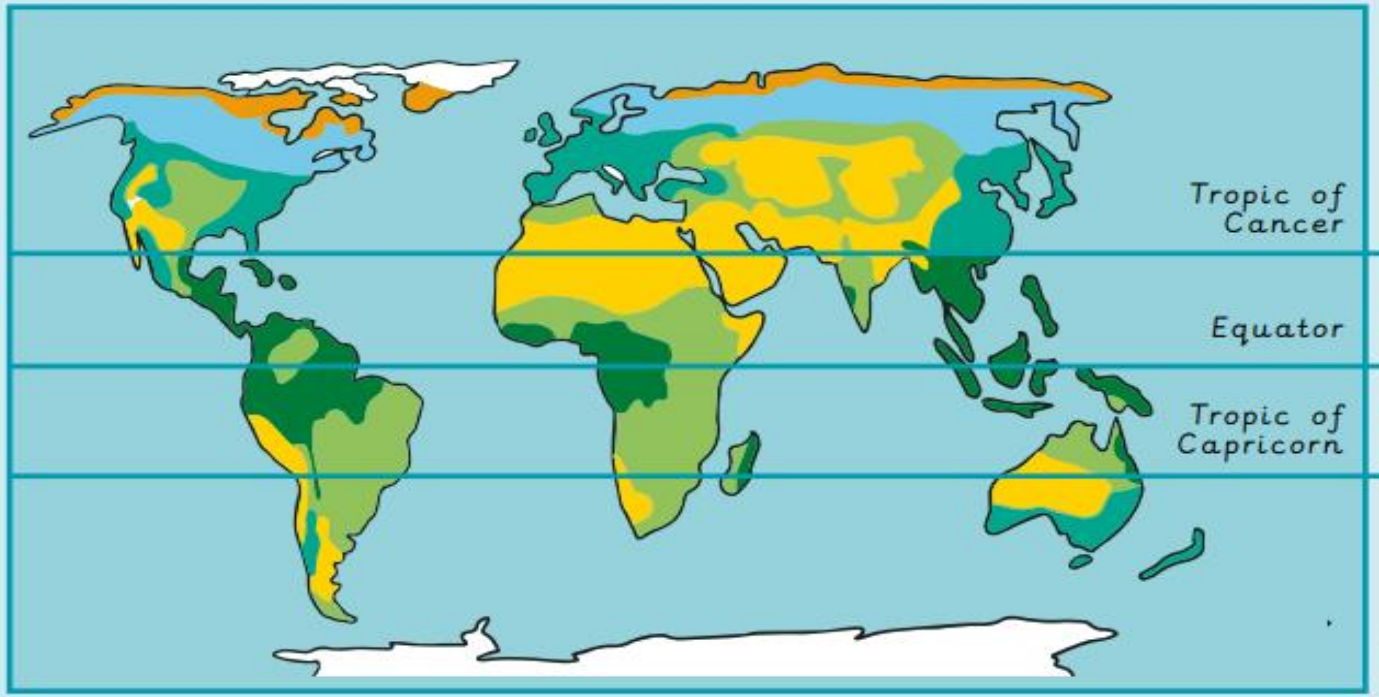
Lesson Question:	What you will learn:	What you will do:
How are rainforests changing?	• The Amazon rainforest is important because of the carbon cycle -Carbon is a greenhouse gas, which means it traps heat from the sun in our atmosphere and makes the temperature around the world hotter. This is called global warming. Therefore, we need to plant more trees and stop cutting them down. • Threats to the Amazon rainforest are – deforestation, cutting trees down creates more carbon dioxide, indigenous homes are destroyed, chemicals from mining pollute the water and kill fish, large areas of land are burnt to clear the tropical rainforest quickly. • The forest can be protected by people eating less meat, use less paper, buy sustainably sourced wood, join a charity or organisation that protects it, educate people, use already cleared land to re-plant trees, write letters to governments and companies.	• Read a story about indigenous people. • Gather information about why the rainforest is important as a class. • https://www.youtube.com/watch?v=5JvJCvdqvYs watch a clip of this video and determine the threats the Amazon faces. • Write a letter to the president of Brazil about the importance of the Amazon, the treats it faces and the actions that can be taken to help the situation.
How is our local woodland used?	• Using a tally chart, questionnaire and annotated sketches to answer an enquiry question. • what risks they might encounter on the way (e.g. crossing roads or walking near water) and how they could avoid them (e.g. waiting for the crossing signal, looking both ways and keeping away from river banks). Let them know being successful in today's fieldwork involves staying safe.	• Use a tally chart, questionnaire and annotated sketches to answer the enquiry question. • Use a map of the local woodland to plan your route. • Evaluate what the woodland is used for.
How is our local woodland used?: Findings	• Information from a tally chart and questionnaire can be turned into a bar chart to represent the findings. • How to summarise your findings. • Suggest ways that the woodland could be changed and what people liked about the woodland.	• Analyse the data collected from last lesson. • Create a bar chart to represent the data collected from last lesson and draw conclusions from this. • Use tally charts, bar charts, annotated sketches the create a board representing your findings. • Explain your findings to a partner.

Map of the world's biomes

biome

An area of the world with a similar climate and landscape, where similar plants and animals live.

- Tundra
- Temperate deciduous forest
- Tropical rainforest
- Savannah
- Desert
- Boreal forest



A line of latitude north of the Equator which marks the northernmost edge of the Earth's hottest regions.

An invisible horizontal line that splits the world into two hemispheres.

A line of latitude south of the Equator which marks the southernmost edge of the Earth's hottest regions.

Tropical rainforest

How have plants adapted in the Amazon rainforest?

Thin, smooth bark ensures rain can run off trees easily.

Buttress roots keep tall trees stable in the wet soil and strong winds.

Drip tips mean rain can run off leaves without damaging them.

Lianas (vines) wind their way up other plants to reach sunlight.

Map of the Amazon rainforest

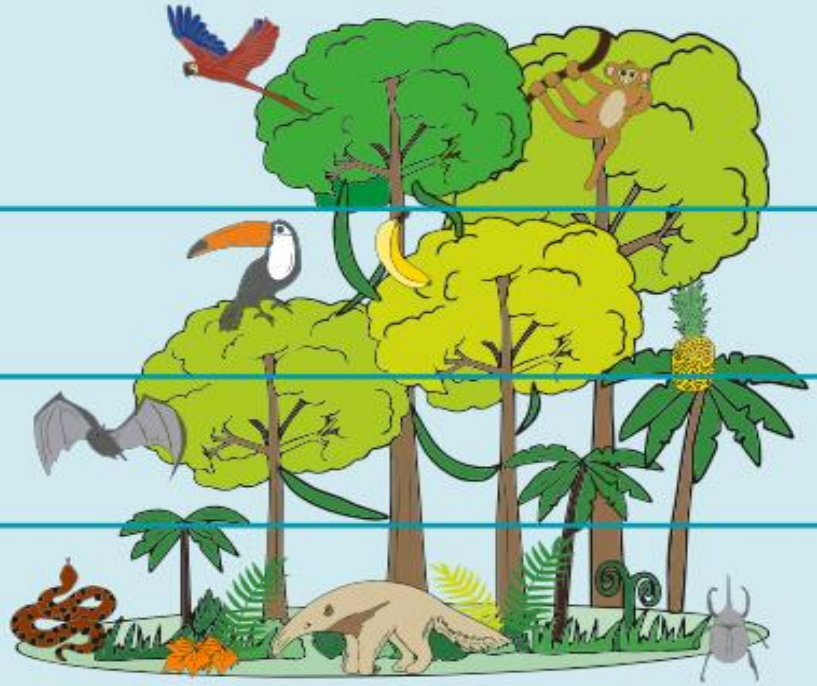
Layers of the rainforest

emergent layer

canopy layer

understory layer

forest floor



global warming

When our Earth's temperature rises because of greenhouse gases.

mining

The process of digging underground for precious metals and stones.

logging

The cutting down of trees for their wood.

deforestation

The cutting down of trees in a large area.

emergent layer	The top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
understory layer	The warm and damp layer above the forest floor that gets little light.
forest floor	The ground layer of the rainforest where it is dark, wet and hot.

Volcanoes

Year 4

Key Questions to be answered during unit:

- Where in the world are tropical rainforests?
- What is the Amazon rainforest like?
- Who lives in thee rainforest?
- How are the rainforests changing?
- How is our local woodland used? Data collection
- How is our local woodland used? Findings

Themes explored in Y4:

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

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

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

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

Key vocabulary:

Magma, tectonic plates, erupt. Eruption, mantle, inner core, outer core, crust, plate boundaries, volcano, shield volcano, lava, ash, composite volcano, ash cloud, surface

Prior Knowledge:

From EYFS through to Year 4 children have been learning about the difference between human and physical geography. In Year 3 they learnt about how rivers were formed and the features of a river. In Year 2 pupils learnt to identify and name the world's seven continents and five oceans. In Year 4 Rainforests unit children learn about biomes and the different wildlife and vegetation in different biomes. In Year 3 science children will have learnt about rock types. In Year 3 land use unit, children will have learnt about topography maps of the UK and recognise that they show the elevation of land.

Key Knowledge:

- The earth is constructed of the inner core, outer core, the mantle and the crust.
- The Earth's crust is broken into pieces called tectonic plates. Tectonic plates float on the underlying mantle. Plate boundaries are where two tectonic plates meet. Mountains are mainly formed at plate boundaries.
- A volcano is an opening in the Earth's crust where magma escapes. There are two types of volcanoes - A shield volcano has gently sloping sides, magma chamber, vent and layers of lava and ash. These are formed when two plates move away from each other and magma comes out of the middle of them. A composite volcano has steep sides, branch pipe, ash cloud and pyroclastic flow. These are formed when two plates come together, one melts causing the magma to rise out of the top. Volcanoes are formed along the tectonic boundary lines because they are formed by plate boundaries moving towards, away from or against each other.
- The negative consequences of living near a volcano can be: Loss of life. Destruction of forests and farmland (therefore livelihoods). Destruction of homes (homelessness). Carbon dioxide emissions contributing to climate change. Ash clouds polluting rivers, killing fish and impacting jobs/food sources. Tsunamis and earthquakes occurring. The positive consequences of living near a volcano can be: Rich, fertile soil created.
- New land created over time from hardened lava. Beautiful landscapes. Hot springs and skin-brightening mud attracting tourists
- An earthquake is the shaking of the ground caused by moving tectonic plates. They make seismic waves of energy. A fault line is a crack along the Earths surface. Epicentre is the central point on the Earths surface where the earthquake first happens.

Resources Needed:

- World map
- Atlases
- Globes
- Laptop/ipad for research
- Rocks (real or pp)
- Map of the school grounds
- Ipads to take pictures
- Images and photographs of volcanoes – active and dormant
- Satellite images of volcanoes.

Optional Tasks:

- Create a model volcano, labelled with the features of volcano. This could be a shoebox make.

Volcanoes

Year 4

Lesson Question:	What you will learn:	What you will do:
How is the Earth constructed?	**The inner core is:** The hottest layer of the Earth. Over 5000 km below us. Solid (because of pressure from other layers). Made of metal (mainly iron). Around 5,000 ℃. Approximately 1250 km thick. **The outer core is**: The only liquid layer. About 2,200 km thick. Made of mainly iron and nickel. Around 4,500 ℃. **The mantle**: Is almost 3000 km deep – the thickest layer of the Earth. Makes up 84% of the planet. Is mainly made up of molten (melted) rock, also known as magma. Is between 1,000 – 3,500 ℃. **The crust**: Is the outer layer of the Earth. Is the thinnest layer — around 40 km thick. Contains all known life in our universe. Is made of solid rocks and minerals. Contains small holes from which the magma from the mantle can come through. Is broken into pieces called tectonic plates that 'float' on the gooey mantle underneath.	• Label the 4 layers of planet Earth. • Use different coloured card to create your own model of the layers of the Earth. • Write one fact about each layer of the Earth.
Where are mountains found?	The Earth's crust is broken into pieces called tectonic plates. Tectonic plates float on the underlying mantle. Plate boundaries are where two tectonic plates meet. Mountains are mainly formed at plate boundaries. Convergent plate boundary: where two plates meet, pressure is put on the plates, and one (or both) folds upwards to create fold mountains. Divergent plate boundary: plates move away from one another and magma rises and cools forming volcanic mountains. Transform plate boundary: plates slide against each other and crack along weaknesses, causing blocks of earth to sink, forming fault-block mountains.	• Identify the seven continents on a world map • Discuss how these relate to tectonic plates • Use a topographical world map and an atlas to map mountain ranges
Why and where do we get volcanoes?	A volcano is an opening in the Earth's crust where magma escapes. There are two types of volcanoes - A shield volcano has gently sloping sides, magma chamber, vent and layers of lava and ash. These are formed when two plates move away from each other and magma comes out of the middle of them. A composite volcano has steep sides, branch pipe, ash cloud and pyroclastic flow. These are formed when two plates come together, one melts causing the magma to rise out of the top. Volcanoes are formed along the tectonic boundary lines because they are formed by plate boundaries moving towards, away from or against each other.	• Label diagrams of two different types of volcano and their features. • Use laptops or iPad to research the definition of active volcano, dormant volcano and extinct volcano. Find 3 examples of each volcano and record findings.

Volcanoes

Year 4

Lesson Question:	What you will learn:	What you will do:
What are the effects of a volcanic eruption?	• Mount Etna is around 3,360 metres (11,000 feet). • The negative consequences of living near a volcano can be: • Loss of life. Destruction of forests and farmland (therefore livelihoods). Destruction of homes (homelessness). Carbon dioxide emissions contributing to climate change. Ash clouds polluting rivers, killing fish and impacting jobs/food sources. Tsunamis and earthquakes occurring. • The positive consequences of living near a volcano can be: Rich, fertile soil created. • New land created over time from hardened lava. Beautiful landscapes. Hot springs and skin-brightening mud attracting tourists. Jobs created through tourism and tourists spending money. Geothermal energy produced (clean, renewable and environmentally friendly). Jobs created by mining precious stones from the volcano.	• Use an atlas and the grid reference to find the exact location of Mount Etna. • Use hot seating to answer questions about the positive and negatives of living near a volcano.
What are earthquakes and how do we get them?	• An earthquake is the shaking of the ground caused by moving tectonic plates. They make seismic waves of energy. A fault line is a crack along the Earths surface. Epicentre is the central point on the Earths surface where the earthquake first happens. Focus is the point underground at which an earthquake begins. If an earthquake happens underwater then this can cause a tsunami. Earthquakes are caused by tectonic plates moving and are found along the boundaries. Some earthquakes are too small to feel and some can destroy cities. • People can prepare for an earthquake by – seismographs, practice drills, shelters, modifying building by making them shorter, swaying structures, rubber blocks at the bottom, plastic windows.	• Watch https://www.bbc.co.uk/newsround/av/39941001 • Identify where earthquakes have happened on a world map and how this correlates with volcanoes and mountains. • Design and label a building that is designed to prepare for an earthquake.
Where have the rocks around school come from?	• I can observe different rocks and record them digitally. • I can use a symbol on a map to show where I found the rocks. • I can identify the types of rocks and discuss where they have come from. • Some rocks are natural and some are man-made. • Igneous is a rock formed by lava cooling and hardening, often found near volcanoes. Sedimentary rock is pushed down by layers above made of sand, rock, shells and dead animals often found near sources of water, rovers, oceans and ponds. • Metamorphic is a rock that used to be igneous or sedimentary that has changed by heat and pressure and is often found in mountain ranges.	• Sort different types of rocks (real rocks or PP) • Using a map of the school grounds children will explore the grounds looking for different types of rocks and marking an X on the map where they find them. • Use iPads to take pictures of the rocks • Use pictures in pairs to identify the different rocks they have found.

Essential Vocabulary

Year 4

Hemisphere
Northern Hemisphere
Southern Hemisphere
Latitude
Longitude
Coordinates
Polar Region
North Pole
South Pole
Arctic Circle
Antarctic Circle
Tropics
Climate

Biomes
Rainforest
Climate
Landscape
Tropics
tropic of Capricorn
tropic of cancer
Vegetation
Indigenous
forest floor
understory layer
canopy layer
emergent layer
carbon cycle
deforestation

tectonic plates
Erupt
Eruption
Mantle
inner core
outer core
Crust
plate boundaries
Volcano
shield volcano
Lava
Ash
composite volcano
ash cloud

Year 5 – Locational Knowledge

Northern Hemisphere

Mauna Kea Volcano

Tropic of Cancer

Pacific Ocean

Ecuador

Amazon River

Amazon Rainforest

Atlantic Ocean

Mount Everest

Equator

Tropic of Capricorn

Southern Hemisphere

Year 5 – Locational Knowledge

South America

Year 5

Key Questions to be answered during unit:

- Can you talk about and compare the countries which make up South America and Latin America?
- How does South America compare to the United Kingdom?
- Can you locate and compare human and physical geographical features of South America that a tourist might visit?
- What are the physical features/characteristics of the Amazon Rainforest? (Physical Processes)
- What are the resources which human can use in South America? (Human Processes)
- What happens to the natural resources of South America?

Prior Knowledge:

In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have named and labelled the northern and southern hemispheres on a globe and map. In Year 3, children will have learnt about regions and counties of the UK, as well as human and physical geography of the UK regions. They will have learnt about rivers and the water cycle, where they will have learnt the name of the largest river in each of the continents. In Year 4 children learnt about the Rainforest, they will have discussed the tropical climate and biome, discussed the impact deforestation is having on our planet and looked at the layers of the rainforest. They also discuss the indigenous people who inhabit the Amazon rainforest and carried out local fieldwork on our forests.

Themes explored in Y5:

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers.
- Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

Key Knowledge:

- There are 12 countries in South America (see list on the right) and 3 dependencies with a total of more than 433 million people living on the continent.
- **Largest Country:** Brazil. The country is covering more than half the continent's landmass. Did you know that Brazil is only slightly smaller than the USA? **Largest City:** Sao Paolo in Brazil. With more than 22 million inhabitants (2021) Sao Paulo is also one of the ten biggest cities in the world. **Smallest Country:** Suriname. The country is one of the 10 most sparsely populated countries in the world. **Biggest Island**: Tierra del Fuego (Spanish meaning: Land of Fire), at the southern tip of Argentina and Chile
- **Longest River:** Amazon River (6,437 km/ 4,000 miles). The Amazon is not only the second longest river in the world after the Nile, but also the Amazon carries more water than the world's other 10 biggest rivers combined!
- **Highest Mountain:** Aconcagua in Argentina. The mountain (6,961 m/ 22,837 ft) is located in the Andes mountain range. The Aconcagua is considered the second highest of the world's Seven Summits after Mount Everest which is in Asia.
- **Biggest Lake:** Lake Titicaca (shared by Bolivia and Peru) **Driest Place:** While South America's rain forests also are some of the wettest places on the earth, the Atacama desert in Chile is considered the driest place on earth.
- There are two landlocked countries in South America: Paraguay and Bolivia are located in the interior of the continent and have neither access to the Atlantic Ocean nor to the Pacific Ocean.
- Land area of South America is 17.84 million km2.

Key Vocabulary:

Europe, Amazon, South America, map, route, scale, continents, Amazon Rainforest, human features, physical features, natural resources, deforestation, biome, biodiversity, Ocean, population, tropical, Pacific Ocean, Amazon River, Brazil, Spanish, Portuguese, Latin, economy, import, export, climate, human process, physical process, plot points, language, country, borders, precipitation.

Resources Needed:

- All resources provide in the shared folder
- Map of South America
- Flags of countries
- Import and export list and location
- Import and export values
- Images of human and physical features of South America
- Rainforest features
- Atlas map of Amazon River
- Rules for scale and measuring

Optional Tasks:

- Comparison between Sao Paulo and Ackworth or Pontefract
- Weather comparison and focus.

South America

Year 5

Lesson Question:	What you will learn:	What you will do:
Can you talk about and compare the countries which make up South America and Latin America?	• **Americas**: are sometimes collectively called America, are a landmass comprising the totality of North and South America. **South America:** South America is the fourth largest and the fifth most populated continent in the world and naturally it dwells in the southern part of the Americas. It is surrounded by the **Pacific Ocean** to the west and the **Atlantic Ocean** to the east. • **South America** is the southern part of the American continent where countries such as Argentina, Brazil and Chile can be found. South America is not defined by language or culture but by its borders. **Latin America** is characterised by a commonality between the elements of historical experience, language and culture. • **language**: A body of words and the systems for their use common to a people who are of the same community or nation. • **culture**: Encompasses religion, food, what we wear, how we wear it, our language, marriage, music and is different all over the world. • **borders**: Borders are political boundaries. They separate countries, states, provinces, counties, cities, and towns.	• Locate the Pacific and Atlantic Ocean on a map. • Use an atlas to locate and label some countries of South America on a map. • Discuss the definitions of language, culture and borders. • Identify what similarities countries in Latin America have in common. • Use an atlas to locate countries of South America. • Describe the difference between South America and Latin America, using the key words language, culture and borders.
How does South America compare to the United Kingdom?	• **The Amazon:** a rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. Rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years. The World's largest rainforest. Largest range of plants and animals. Covers 5.5 million square miles. • **Rainforest**: a rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. Rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years. • The Amazon Rainforest is HUGE! The UK would fit in 17 times. • **scale**: is a set of levels or numbers which are used in a particular system of measuring things or are used when comparing things. Scale lines are used so we can show LARGE distance on a small area. • **plot**: locate places on a map. Because the Amazon River is not a straight line to measure its length on a map you have to plot some point along the river's path. Between each point measure the distance in centimetres.	• Watch a video about South America, make notes about key facts. • Discuss the definitions of Amazon and rainforest. • Use scale to discuss the location of The UK compared to South America. • Compare the size of The UK to South America. • Use an atlas to name the six countries which the Amazon River flows through. • Create a simple table to show scale – using cm to km • Use plot points and scale to measure the length of the Amazon River. Measure distance between borders. • Compare traditional ways of measuring compared to modern (Google Earth)
Can you locate and compare human and physical geographical features of South America that a tourist might visit?	• **Monkey Island -** It is mainly populated by squirrel monkeys. This island is located in the Amazonas Department, twenty kilometres from the city of Leticia. **Macchu Picchu -** It is the most visited tourist destination in Peru. A symbol of the Incan Empire and built around 1450 BCE, Machu Picchu was designated a UNESCO World Heritage Site in 1983 and was named one of the New Seven Wonders of the World in 2007. Machu Picchu is made up of more than 150 buildings ranging from baths and houses to temples and sanctuaries. **Cuyabeno, National Preserve -** The Cuyabeno Wildlife Reserve was founded in 1979 to protect the environment and the indigenous people who still live there as well as to create a national areas system. It covers 6033.8 km² of tropical rainforest. With over 580 species of birds, 250 species of fish and 100 species of mammals, the Cuyabeno Reserve is a superb example of the Amazon's tropical richness and beauty. **Angel Falls -** It is famous for being one of the four most beautiful waterfalls in the world. It is the highest uninterrupted waterfalls in the world. When the weather is very warm and dry, the waterfall sometimes evaporates into a mist before it reaches the bottom. **Santa Cruz -** Founded by the Spanish in the 1500s, today it's a cosmopolitan hub with museums, restaurants and nightclubs. The city produces soybean oil, dairy and meat products, refined sugar, wood products, leather, and alcohol. **Rio De Janeiro -** In 1950 it hosted the world's biggest ever football match - 173,850. Rio's iconic Christ the Redeemer statue is frequently struck by lightning. • Its Carnival is the world's largest. **Perito Moreno Glacier -** The glacier is 3 miles wide and rises 78 meters above the lake Lago Argentino Scientists calculate that the Perito Moreno glacier is approximately 18,000 years old. the Perito Moreno glacier is advancing, moving forward around 2 meters a day. **Easter Island -** The island became a special territory of Chile in 1888. • Easter Island is famous for having 887 massive statues, called moai, which were sculpted and erected by the early Rapa Nui people. In 1995, Easter Island became a UNESCO World Heritage Site, with most of the island protected in the Rapa Nui National Park.	• Recap prior learning of scale to measure distance in a map. • Use Google Earth or other digital Mapping Skills to locate 8 tourist destinations in South America on a map. • Identify the physical and human features from those located on the map. • Identify similarities between these features with the UK. • Create a comparison table between South America and Europe.

South America

Year 5

Lesson Question:	What you will learn:	What you will do:
What are the physical features/characteristics of the Amazon Rainforest? (Physical Processes)	• **Physical processes:** Natural forces that change Earth's physical (natural) features. • **climate:** is a description of the average weather conditions in a certain place over a period of time. • **biome**: is an area of our planet with similar climates, landscapes, animals and plants. South America's major biomes are rainforests, savannas and grasslands. • **Rainforest** - A rainforest is a tall, dense forest that receives lots of rain every year. • **tropical rainforest -** A very hot forest with lots of rain located around the equator. • **temperate rainforest -** Forests that have lower temperatures but still lots of rain. • **biodiversity** is all the different kinds of life you'll find in one area • **precipitation -** Precipitation is water released from clouds in the form of rain, freezing rain, sleet, snow, or hail. • The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, high levels of biodiversity (species richness). • A rainforest is made up of four layers: Emergent layer (highest), Canopy Layer (The layer with most life), Understory Layer (The hot, dark, damp layer), Forest Floor (Darkest).	• Discuss physical features, climate and biomes. • Discuss a biome map of South America and different climates within the continent. • Watch a video about the rainforest biome. • Describe the rainforest characteristics • Observe an image of the layers of the rainforest, name the four layers. • Describe the biodiversity and life with in each layer of the rainforest using climate and biome knowledge.
What are the resources which human can use in South America? (Human Processes)	• **natural resource:** A natural resource is a material or substance that is produced in the environment. • Oil, coal, gold, silver, copper, iron ore, tin, and petroleum, natural gas, uranium, and hydroelectric power are South America's major natural resources. Brazil is rich in hydroelectric power because of its many rivers (including the mighty Amazon) and waterfalls. • There are four major human processes: **Tourism** - the Amazon rainforest is something people want to see and visit. It is used to make money. **Mining -** minerals found in many places under the ground. **Tress & Land** - the Amazon is huge unpopulated area. People chop the trees down and use the land for farming . **Hydroelectricity -** Water from high rainfall drains into the rivers and can be used to create electricity. • **Deforestation –** The process of clearing a wide area of trees.	• Recap prior learning of physical processes, biomes, climate, layers of the rainforest. • Match statements about tourism, mining, tress & land and hydroelectric power to images. Describe what is happening in each. • Watch a video about deforestation, mining, tress & land, tourism and hydroelectricity. Describe the reasons for them and what impact they have. • Be able to describe what the impact of the human processes in South America are.
What happens to the natural resources of South America?	• **export:** send goods or services to another country for sale. • **import**: Bring goods or services into a country from abroad for sale. • **distribution**: The way in which something is shared out among a group or spread over an area. • Exports are goods that are produced in your own country and shipped to another country for sale. They can also be used for trade with another country if the home country needs a product from the country they are exporting to. Exports are often referred to when speaking about international trade, which is simply the exchange of goods and services with other countries. In contrast to exports, imports are goods and services that are brought into a country.	• Recap prior learning of human resources and their impact. • Discuss the difference between import and export goods. • Using a list of natural resources from South America, locate where they are produced on a map. • Look at the value of these imports to the national economy. Place them in rank order of value. • Compare the top exports of South America with that of the UK (Car industry)

Mountains

Year 5

Key Questions to be answered during unit:

- Mountains around the World
- What are tectonic plates and how do they influence the continents?
- How were the Himalayas formed?
- Is Mount Everest really the tallest mountain?
- Who was Sir Edmund Hilary?
- How can 6 grid reference help us located snow leopards on the mountains?

Prior Knowledge:

In Year 2, children will have studied the 7 continents and the 5 Oceans of the world. They will have named and labelled the northern and southern hemispheres on a globe and map. In Year 3, children will have learnt about regions and counties of the UK, as well as human and physical geography of the UK regions. They will have learnt about rivers and the water cycle, where they will have learnt the name of the largest river in each of the continents. In Year 4 children learnt about volcanos and tectonic plates. They will have learnt about the crust, mantle and movement of the plates. They will have discussed the different types of plate boundaries and how this can cause volcanoes and mountains.

Themes explored in Y5:

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers.
- Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

Key Knowledge:

- Mountains are tall, steep landforms rising from the Earth's surface. In the UK, anything over 600 meters is typically considered a mountain. Key: Helps interpret map symbols. Terrain View: Shows 3D elevation, like mountains. Examples: Ben Nevis, Mount Snowdon, Scafell Pike. Latitude and Longitude: Location coordinates on Earth's surface.
- Tectonic plates are huge slabs of rock on Earth's surface. They move due to forces like magma rising and sinking, causing natural events like earthquakes. Continents sit atop these plates, including North America and Antarctica. Physical processes, like volcanic eruptions and erosion, shape Earth's features.
- Continental crust: Thick part of Earth's crust forming large land masses. Lithosphere: Outer rocky layer with crust and upper mantle. Mountain range: Series of closely spaced mountains. Fold Mountains: Formed by tectonic collision, like the Himalayas, where crust folds and buckles.
- Mount Everest is Earth's tallest mountain above sea level at 8,850 meters. However, Olympus Mons on Mars is nearly three times taller, standing at 22,000 meters. Additionally, Mauna Kea volcano, if measured from its oceanic base, surpasses Everest, reaching 10,204 meters, though much of it is submerged.
- Sir Edmund Hillary was the first person, along with Sherpa Tenzing Norgay, to reach the summit of Mount Everest, the world's highest mountain, on May 29, 1953. He ascended the 8,850-meter peak, marking a historic achievement in mountain climbing. Hillary Step, near the summit, is named after him.
- Snow leopards, found in the Himalayas, survive in high-altitude regions, adapted to thin air. Nepal and Mongolia host significant populations. Their range spans 12 countries, including China and India. 6-figure grid references offer precise locations on maps, aiding in tracking these elusive creatures across their habitat.

Key Vocabulary:

Mountain, terrain, elevation, depth, latitude, longitude, tectonic plates, physical process, mantle, crust, magma, Pangaea, continental crust, lithosphere, fold mountains, ocean floor, summit, ascent, acclimatisation, scale, route, altitude, grid reference, six-figure

Resources Needed:

- Globe
- Terrain view map of UK
- Google Earth
- Diagram of Earth's crust, mantle and core
- Maps of Pangaea over time
- Diagram of fold mountains and continental crust
- Photos of Mount Everest
- Photos of Olympus Mons
- Scale map of Mount Everest Route
- Map of the Himalayas.

Optional Tasks:

- Labelled diagram of Mount Everest describing different base camps and slopes.

Mountains

Year 5

Lesson Question:	What you will learn:	What you will do:
Mountains around the World	**mountain:** a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill. In the UK, anything over 600 metres is typically considered to be a mountain. A **key** helps you to unlock the information stored in the colours and symbols on a map. **terrain view:** enables users to see terrain maps for an area. Terrain view shows the 3D elevation of natural geographic features, such as mountains. Ben Nevis, Mount Snowdon and Scafell Pike. These are the highest mountains of Scotland, England and Wales. **height above sea level:** This is the base level for measuring elevation and depth on Earth. **Longitude and latitude:** Are a system of lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.	• Recap prior learning of mountains from year 4 unit of extreme earth – volcanoes and earthquakes. Recap what a key is on a map and how it is useful. • Recap – Northern and Southern Hemispheres – Lines of latitude: equator, tropic of cancer, tropic of Capricorn, arctic circle, Antarctic circle. • Observe a terrain view map of the UK • Use Google Earth to locate Ben Nevis, Mount Snowdon and Scafell Pike. Compare to where we live. • Complete a table describing the key features of mountains in the UK. • Discuss longitude and latitude • Use Google Earth to look at UK mountains, then find out about other major mountains in the world.
What are tectonic plates and how do they influence the continents?	The world is made up of **tectonic plates**, and on these plates there are huge land masses called continents. **physical processes:** are the natural forces that change Earth's physical features, including forces that build up and wear down Earth's surface. Examples include: volcanic eruptions, river erosions, tsunamis, earthquakes, mountain formation. **tectonic plates:** massive slab of solid rock made up of Earth's lithosphere (crust and upper mantle) Earth's crust is broken into roughly 20 sections called tectonic plates on which the continents ride. There are 7 main tectonic plates (African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American). **mantle:** is the largest layer of Earth's interior, making up the majority of Earth's volume. The mantle is mostly solid rock. **Crust:** is the thinnest layer of the Earth. The crust is the layer that makes up the Earth's surface and it lies on top of a harder layer, called the mantle. The plates are moved by hot molten rock (**magma**) which rises from the centre of the Earth and a cooler magma that sinks which creates a huge force. The Continents are land masses which sit on top of some of these plates - the Pacific plate is under the Ocean! They are: North America, South America, Europe, Asia, Africa, Australia and Antarctica. **Pangaea:** in early geologic time, a supercontinent that incorporated almost all the landmasses on Earth.	• Recap prior learning on tectonic plates from Year 4. Discuss what physical processes are. • Describe what the Earth's crust is made of. • Describe how tectonic plates move. • Describe what continents are. • Explain that in early geologic time there was a supercontinent known as Pangaea. Discuss what happened to this and what will happen again in the future. • Use Google Earth to explore how tectonic plates have changed the location of land. • Sort a series of maps showing the movement of land from Pangaea to now.
How were the Himalayas formed?	**continental crust:** the relatively thick part of the earth's crust which forms the large land masses. **lithosphere:** is the rocky outer part of the Earth. It is made up of the brittle crust and the top part of the upper mantle. The lithosphere is the coolest and most rigid part of the Earth. **mountain range**: a series or chain of mountains that are close together. **Fold Mountains:** The most common mountain type are fold mountains. The Himalayas are fold mountains. The Himalayan mountain range, a magnificent testament to Earth's geological history, is a prime example of fold mountains. Formed through the tectonic collision between the Indian and Eurasian plates, the Himalayas began their creation around 50 million years ago during the Cenozoic Era. This monumental collision resulted in the process of continental collision, where the Earth's crust folded and buckled, giving rise to the awe-inspiring peaks and valleys that define the Himalayan landscape. The ongoing convergence of these tectonic plates continues to push the Himalayas skyward, making them one of the youngest and most dynamic mountain ranges on the planet.	• Recap prior learning on physical process. Discuss tectonic plates, the earth's crust and mantel. • Observe a diagram of fold mountains and the continental crust. Describe how fold mountains are created. • Discuss the size of the Himalayan mountains. Explore them on Google Earth using key vocabulary to describe them. • Add arrows and labels to diagram to show hot 50 million years ago the Himalayan mountain range was created.

Mountains

Year 5

Lesson Question:	What you will learn:	What you will do:
Is Mount Everest really the tallest mountain?	**height above sea level:** This is the base level for measuring elevation and depth on Earth. **Mount Everest** is the highest of the Himalayan mountains, and at 8,850 metres. It is considered the highest point on Earth. **Olympus Mons** is nearly three times taller than Mount Everest. It is found on Mars. It is 22,000 metres tall and hundreds of km wide. Because of this, it would not be steep or hard to climb. It is the biggest planetary mountain in the Solar System - there is a taller one on an asteroid. **Mauna Kea Volcano** measures 10, 204 metres from its base (on the ocean floor) to its summit. The first 5,995 of those metres are below the surface of the ocean. Mauna Kea is over 1 million years old. Its last eruption was estimated to have occurred around 4500 years ago and is now considered extinct (dormant).	• Recap prior learning of the term sea level – show children a diagram of fold mountain creation and continental crust. Ask children to explain the diagram. • Watch a video about Mount Everest and gather notes on its height, physical features and key facts. • Compare Everest to Olympus Mons on Mars. • Compare Everest and Olympus Mons to Mauna Kea Volcano in Hawaii. • Show a height made of all three, discuss whether Mount Everest really is the tallest mountain.
Who was Sir Edmund Hilary?	**route:** a way or course taken in getting from a starting point to a destination. **summit:** the highest point of a hill or mountain. Edmund Hillary, climbing with Sherpa Tenzing Norgay, was the first person to reach the summit of Mt Everest – the world's highest mountain. Edmund Hillary (left) and Sherpa Tenzing Norgay reached the 8,850 metre summit of Everest on May 29, 1953, becoming the first people to stand atop the world's highest mountain. **ascent:** a climb or walk to the summit of a mountain or hill. **acclimatising:** become accustomed to a new climate or new conditions Hillary Step is a 12 metre rock face near the summit of Mount Everest named after the first summiteer Edmund Hillary. It has been the subject of intense speculation since climbers last year declared it had gone! **scale:** the ratio of a distance on the map to the actual distance on the ground.	• Recap prior learning routes (year 2) and tallest mountains from previous lesson. • Watch a video on the achievements of Edmund Hilary and Tenzing Norgay. Take notes on their achievements and route taken. • Describe the achievements of Edmund Hilary. • Look at pictures of the 6 camps for climbers attempting to scale, use the map to plot the camps and then plan a route for the climbers to ascend to the top. • Add a scale to the map to demonstrate the height above sea-level at each camp.
How can 6 grid reference help us located snow leopards on the mountains?	An estimated 350–590 snow leopards survive in Nepal – one of the largest populations within of the species range. The second-largest population of snow leopards survives mostly in the west of Mongolia (South Gobi). Snow leopards have made many adaptations to be able to survive in the mountains of the Himalayas. **high altitude:** is where the air is thin **animal range:** is an area where a particular species can be found during its lifetime. The twelve countries that encompass the snow leopard's range include: China, India, Mongolia, Russia, Bhutan, Afghanistan, Nepal, Kyrgyzstan, Kazakhstan, Tajikistan, Pakistan and Uzbekistan. They are generally found at elevations between 3,000-5,400m above sea level. **6-Figure Grid Reference**. A 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number. Inside each box, imagine 10 tick marks along the eastings and 10 tick marks along the northings. These marks are generally not provided on maps.	• Recap prior learning on 4 figure grid references in year 2 and 4. • Discuss the reasons why snow leopards are so hard to find. • Introduce key vocabulary high altitude and animal range. • Watch a video on snow leopards living in the Himalayas. Make notes and record key facts about their location and numbers. • Create maps using different scales and six-figure grid referencing to identify the location of Snow Leopards. The map should be usable by someone looking to find the snow leopards in their wild habitat. • Practice using 6 grid reference to locate items on a map.

Enough for Everyone

Year 5

Key Questions to be answered during unit:

- What do we need?
- Where does our power come from?
- What are the advantages or disadvantages of renewable energy sources?
- Where does our food come from?
- Sustainability and conserving resources?
- Is there enough?

Prior Knowledge:

Throughout Key Stage 1 children learnt about the difference between human and physical geography. In Year 2 children explored the impacts of tourism in Kenya. During Year 3 unit of rivers, children explored the River Danube and Rhine. They focused on the importance of trade between the cities of Vienna, Budapest and Belgrade. Children explore human uses of rivers and carried out fieldwork on the River Went. During Land Use unit in Year 3 children explored commercial, industrial and agricultural. In year 4 children learnt about rainforests and the use of the rainforest and impact of deforestation.

Themes explored in Y5:

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers.
- Describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

Key Knowledge:

- Mountains are tall landforms rising from Earth's surface, with heights typically over 600 meters in the UK. A key deciphers map symbols. Terrain view shows 3D elevation, aiding in mountain visualization. Examples include Ben Nevis, Mount Snowdon, and Scafell Pike. Height above sea level measures elevation. Longitude and latitude locate places on Earth.
- Power generation utilizes various sources: fossil fuels, renewables, nuclear, and sustainable options. The national grid acts as a vast network delivering electricity across the country, supplied by power plants. In the UK, a significant portion of energy is imported, with gas being the primary source.
- Wind Power uses wind's kinetic energy to produce electricity via turbines. Solar Power converts sunlight into electricity using photovoltaic cells. Biomass utilizes organic materials for energy, while Hydro-power harnesses water's energy to generate electricity. These methods offer renewable and sustainable energy sources.
- Import and Export involve bringing goods into a country or sending them abroad for trade. Food provides nourishment, sourced from plants or animals. Trade is the exchange of goods or services. Economy encompasses production, distribution, and consumption of goods and services. Scale in mapping determines level of detail.
- Sustainable means long-lasting without depletion. Development is improving something, like building or growing. Sustainable development meets current needs without compromising future generations. Waste is discarded materials, managed to reduce environmental impact. Conservation preserves natural resources for future well-being, balancing human needs with environmental health.
- Hunger and food shortages in South America are influenced by factors like poor farming conditions and economic issues. Geography helps understand these challenges and their impact on communities. CO2 shortages affect processes like greenhouse farming, with geography showing regional contributions and effects.

Key Vocabulary:

Settlements, infrastructure, natural resources, fossil fuels, sustainable, geothermal, wind power, solar power, biomass, hydro-power, imported, national grid, import, export, trade, economy, scale, sustainable, development, waste, conservation, biodiversity, ecosystems, shortages, economy, environment, hunger, carbon dioxide.

Resources Needed:

- Images of different settlement types
- Features of settlements images
- Graph for usage of power in the UK
- 6 figure reference of UK power station map
- Renewable energy graph usage UK
- Scale map of the UK
- Pie chart of food waste UK
- Food poverty map of the world
- Carbon Dioxide map of the world

Optional Tasks:

- Analyse food waste in your home

Enough for Everyone – Energy, Food and Trade

Year 5

Lesson Question:	What you will learn:	What you will do:
What do we need?	**Settlements:** Places where people live, like villages or cities. They have houses and buildings where families stay, and they can be big or small. Settlers choose areas for building based on factors like water availability, fertile soil, and natural resources. Proximity to transportation, climate, and safety are crucial. These considerations ensure a sustainable and comfortable living environment, meeting the settlers' needs for water, food, and overall well-being. **1000 Years Ago:** Settlers a millennium ago primarily needed fertile land for agriculture, access to freshwater sources, and defensible locations for protection against invaders. Self-sufficiency in food production, basic shelter, and community cohesion were paramount for survival. **100 Years Ago:** A century ago, settlers required proximity to transportation routes, as industrialization led to the growth of cities. Access to jobs in factories, trade, and basic amenities such as schools and healthcare became essential. Improved infrastructure and communication played a crucial role. **Now:** Contemporary settlers prioritize a diverse set of needs, including advanced infrastructure, technology access, educational and employment opportunities, healthcare, and a range of services. Modern settlers often seek a balance between urban amenities and natural surroundings, reflecting changing societal values and aspirations. Connectivity, sustainability, and quality of life are key considerations in today's settlement choices.	• Recap prior learning of settlements (Year 3 land use) • Observe images of settlement areas. • Describe why settlers have chosen to build in these locations: site (dry, flat, firm ground), Aspect (sufficient sunlight, shelter from prevailing wind), resources (close to a water source, food supply), Links (transport links) • Sort features of a settlement site into most important and least important. • Discuss the needs of 1000 years ago, 100 years ago and now. Have they changed? How have they changed? What are the reasons for these changes?
Where does our power come from?	Power comes from various sources, including **natural resources** and technological advancements. Common sources include **fossil fuels** (coal, oil, and natural gas), renewable energy like **solar, wind, and hydropower**, **nuclear** energy, and increasingly, **sustainable** sources like **biomass** and **geothermal**. The generation of power involves converting these resources into electricity for various applications, meeting the diverse needs of society. The **national grid** is like a giant web of electricity cables that stretches across the whole country. It's like a superhighway for electricity. Power plants, which can be far away, send electricity through these cables to homes, schools, and everywhere else. The national grid ensures that electricity is delivered where it's needed, helping us turn on lights, use gadgets, and do many things every day. 40% of the UK's energy comes from other countries – **Imported** 38.4% of our energy in the United Kingdom is Gas. This is the highest form of energy used. **6-Figure Grid Reference.** A 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number. Inside each box, imagine 10 tick marks along the eastings and 10 tick marks along the northings. These marks are generally not provided on maps.	• Discuss where power comes from. • Describe the process of turning coal in to power. • Using graphs compare the usage of power within the UK. • Use 6 figure grid reference to locate the power stations of UK on a map.
What are the advantages or disadvantages of renewable energy sources?	**Wind Power:** Wind power harnesses the kinetic energy of the wind to generate electricity. Wind turbines, with large blades, convert the rotational energy caused by the wind into electrical energy, providing a renewable and sustainable source of power. **Solar Power:** Solar power utilizes sunlight to generate electricity through photovoltaic cells. These cells, often found in solar panels, convert sunlight into direct current (DC) electricity, which can be used directly or converted into alternating current (AC) for various applications. **Biomass:** Biomass refers to organic materials, such as wood, crop residues, or animal waste, that can be used as a renewable source of energy. Biomass can be burned directly for heat or converted into biofuels, like ethanol or biodiesel, to generate electricity. **Hydro-power:** Hydro-power involves harnessing the energy from flowing or falling water to generate electricity. Water turbines, often located in dams or river systems, convert the kinetic energy of moving water into mechanical energy, which is then transformed into electrical energy through generators.	• Describe the four main types of renewable energy: wind power, solar power, biomass, hydro-power • Sort advantage and disadvantage statements in two columns. • Using graphs compare the amount of renewable energy been used today in the UK. • Describe how we can build homes in the future to use renewable sources. Design a renewable energy home.

Enough for Everyone – Energy, Food and Trade

Year 5

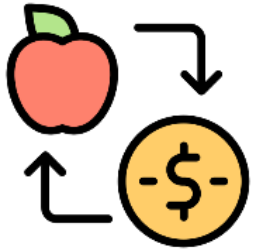
Lesson Question:	What you will learn:	What you will do:
Where does our food come from?	**Import:** Bringing goods or services into a country from abroad for local consumption or trade. **Export:** Sending goods or services to other countries for trade or sale. **Food:** Edible items consumed for nourishment, typically derived from plants or animals. **Trade:** The exchange of goods or services between individuals, businesses, or countries. **Economy:** The system of production, distribution, and consumption of goods and services within a region or country. **Scale:** is a set of levels or numbers which are used in a particular system of measuring things or are used when comparing things. Choosing the right map scale can be really important when you are planning you adventures. Use a map with too little detail and it can be hard to use, while too detailed a map may mean you are continually going off the page or map sheet. The critical item that tells you how much detail is shown is called the 'scale'.	• Using a world map locate the origins of fruit and vegetables. E.g. Bananas from South America. • Use a scale to measure the distance they have travelled to the supermarkets in the UK. • Discuss whether fewer miles in better for the environment. Discuss benefits of importing food against home grown. • Describe the impact of importing food on the economy and local farmers.
Sustainability and conserving resources?	**Sustainable:** If something is sustainable, it can be maintained (i.e. it can carry on) for a long time and won't run out. **Development:** The process of improving something. This could be anything: designing clothes; building houses; growing and selling apples on your farm. **Sustainable Development:** described by the 1987 Bruntland Commission Report as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." **Waste** refers to materials or substances that are no longer useful, wanted, or needed and are discarded. It can be categorized into various types, including household waste, industrial waste, and hazardous waste. Effective waste management aims to reduce, reuse, and recycle to minimize environmental impact and promote sustainability. Waste can take the form of solids, liquids, or gases, posing challenges related to pollution, resource depletion, and the overall health of ecosystems. **Conservation** is the careful management and sustainable use of natural resources to preserve biodiversity, protect ecosystems, and ensure their long-term health. It involves responsible practices such as reducing waste, using resources efficiently, and protecting habitats. Conservation efforts aim to balance human needs with the well-being of the environment, promoting sustainable practices to safeguard ecosystems, wildlife, and the overall health of the planet for future generations.	• Analyse a pie chart of waste food in UK households. • Describe the waste in food in the UK • Describe methods of reducing waste in households. • Identify advantages and disadvantaged of conserving waste.
Is there enough?	**Hunger:** In some places, like parts of South America, there's a challenge with having enough food for everyone. This can be due to factors like poor farming conditions, lack of access to resources, or economic issues. Geography helps us understand why certain regions struggle more with hunger. **Food Shortages:** In specific South American countries, food shortages occur when there isn't a steady supply of food for everyone. Geography plays a role as some areas may face difficulties in growing certain crops or distributing food efficiently, impacting local communities. **CO2 Shortages:** Understanding carbon dioxide (CO_2) shortages involves recognizing how industries and people use and produce CO_2. While too much CO_2 is harmful to the environment, shortages can impact certain processes like greenhouse farming. Geography helps us see how different regions contribute to and are affected by CO_2 levels. **Impact in South America:** Consider Venezuela, where economic challenges have led to food shortages. People may struggle to find and afford basic groceries. This affects families and communities, showing us how geography, including a country's location, climate, and economic conditions, can impact people's access to enough food and resources	• Observe map of the world showing food poverty. Describe the location of some of the countries in Asia, Africa and South America. • Complete a fact file on Venezuela in South America. Describe how economic challenges have led to problems with farming and food shortages. • How could we share out our world resources? • Observe a map of carbon dioxide omissions. Notice that Europe, Asia and North America are the biggest contributors but they also import large quantities of their food. How could we change this imbalance?

Essential Vocabulary

Year 5

Amazon
South America
scale
natural resources
deforestation
biome
biodiversity
population
tropical
Latin
economy
import
export
climate
human process
physical process

Mountain
Terrain
Elevation
Depth
physical process
Pangaea
continental crust
Lithosphere
fold mountains
ocean floor
Summit
Ascent
Acclimatisation
Scale
altitude



infrastructure
natural resources
fossil fuels
Sustainable
Imported
national grid
Import
Export
Trade
Economy
Sustainable Development
Conservation
Biodiversity
carbon dioxide

Year 6 – Locational Knowledge

Northern Hemisphere

Canada

Russia

Eastern Europe

Western Europe

United States of America

Tropic of Cancer

Mexico

Equator

Tropic of Capricorn

Southern Hemisphere

Year 6 – Locational Knowledge

Europe including Russia

Year 6

Key Questions to be answered during unit:

- Can I map the physical geography of Europe?
- How is the population of Spain spread?
- Why do people move form one place to another?
- How does the human and physical geography of Eastern and Western Europe compare?
- What do climate graphs tell us about European climates?
- What is the impact of tourism on Spain's Economy?

Prior Knowledge:

Throughout Key Stage 1 children learnt about the difference between human and physical geography of the UK. In Year 2 children explored the impacts of tourism in Kenya. During Year 3 unit of rivers, children explored the European rivers Danube and Rhine. They focused on the importance of trade between the cities of Vienna, Budapest and Belgrade. In year 4 mountains topic, children looked at the three peaks of the United Kingdom. Pupils have learnt 4 figure grid reference and six figure grid reference in Key Stage 2. In Year 2 continents and ocean, children looked at the continent of Europe focusing on the country of Spain and capital city of Madrid. Pupils have learnt about climates and biomes, comparing climates in South America and Tanzania.

Themes explored in Y6:

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and understand how some of these aspects have changed over time

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

- Describe and understand key aspects of: physical geography, including: climate zones, rivers and mountains. Human geography, including: types of settlement and land use, economic activity including trade links.

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

Key Knowledge:

- There are 44 countries of Europe. The largest Russia. The UK sits 11th but has the 3rd biggest population.
- Europe has a diverse landscape from large mountain ranges such as the Ural and Alps, to the Northern Plains and the Scandinavian and Iberic Peninsulas.
- Russia is a country in both Europe and Asia. The Ural mountains form a natural border between the two continents. Another country that is in both continents is Turkey.
- Population means in terms of the number of people living in a particular area.
- Population density: The number of people living in an area compared to the size of the area. Population density can change dependent on the physical geography of the area. Mountainous regions are significantly less populated compared to Coastal and River areas.
- The capital city of Spain is Madrid. It is the largest population in Spain and historical sits as the capital due to its location in the centre of the country. It has good transport links for trade and was protected historically from enemies by the Iberian Peninsula mountains. The coastal regions of Spain are densely populated due to tourism, job opportunities, transport links and trade.
- Migration is the movement of people from one place to another. People can move from one county to another, or from one region to another. Since the 2022, 6 million people have migrated from Ukraine due to conflict. These people have been forced out of theirr homes (push factor), where as some people move for job opportunities or friends (pull factor)
- Greece has a very large tourism trade but with that comes many positive and negative side effects. During the summer season there are plenty of jobs and income opportunities but during the winter months it can be hard to find work.

Key Vocabulary:

Migration, **Push Factor**, **Pull Factor**, **population**, **population density**, **culture**, **economy**, economic activity, **Peninsula, plain**, **climate**, precipitation, tourism, transportation, infrastructure employment, environmental damage, **temperate, maritime**, coastal

Resources Needed:

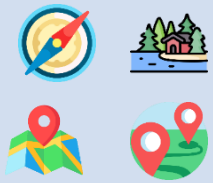
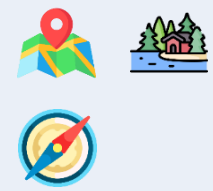
- Map of Europe – Atlas page 50/51
- Pictures of European physical features
- Pictures of European Human features
- Population table of Spain
- Map of Spain
- Population density map of Spain
- Map of migration from Ukraine
- Climate graphs of Europe
- Climate map of Europe
- Images of Greek Tourism

Optional Tasks:

- Compare Greek tourism with Scarborough
- Compare Moscow, Madrid or Athens with London

Europe including Russia

Year 6

Lesson Question:	What you will learn:	What you will do:
Can I map the physical geography of Europe? 	**Number of Countries:** Europe is a continent comprising 44 countries. Russia, although geographically part of both Europe and Asia, is often included in discussions about European geography due to its significant presence in the western part of the continent. **Mountains:** The Ural Mountains, often considered the boundary between Europe and Asia, extend through Russia. The Alps, a prominent mountain range, are situated in Central and Southern Europe. They feature iconic peaks like Mont Blanc. **Rivers:** Europe is home to several major rivers. The Danube, flowing through Central and Eastern Europe, is the second-longest river. The Volga, the longest river in Europe, runs through Russia. The Rhine, one of the longest European rivers, is significant for its economic importance and picturesque landscapes. **Seas:** The Mediterranean Sea, bordered by Southern Europe and connected to the Atlantic Ocean, is known for its warm climate and diverse cultures. The North Sea, located between North-western Europe and the United Kingdom, is vital for shipping and fishing industries. **Cultural Significance:** Understanding the physical geography of Europe includes recognizing its impact on culture, history, and human activities. Mountains have influenced settlement patterns, rivers have facilitated trade and transportation, and seas have shaped maritime civilizations. **Diverse Landscapes:** Europe boasts diverse landscapes, from the Scandinavian fjords in the north to the Mediterranean coast in the south. The European Plain, a vast lowland, is a crucial agricultural region. The taiga and tundra in Russia contribute to the continent's environmental diversity.	• Recap seven continents of the world • Use atlas to locate countries of Europe on a map • Identify capital cities of European countries • Recap human and physical geography • Use and atlas to locate the location of 10 physical features of Europe on a map • Compare similarities and differences between these physical features and the Lake District in England, and the coast of the North Sea in Scotland.
How is the population of Spain spread? 	**Population** means in terms of the number of people living in a particular area. **Population density:** The number of people living in an area compared to the size of the area. Population density can change dependent on the physical geography of the area. Mountainous regions are significantly less populated compared to Coastal and River areas. The capital of Spain is Madrid. It is located at the centre of the Iberian Peninsula, the centre of a country has historically been chosen for capital cities because of it is easier to defend from attack. Madrid is naturally surrounded by the Iberian Peninsula mountain range on 3 sides, this would have made it easy to defend. King Philip II decided to move the capital to Madrid in 1561 for strategic and administrative reasons. The King wanted to make Madrid capital because it was strategically easier to link to from all areas of Spain. There was also bitter regional disagreements within Spain and a central hub helped calm this. Madrid - Approximately 3.3 million people Barcelona - Approximately 1.6 million people Valencia - Approximately 800,000 people Seville (Sevilla) - Approximately 690,000 people Zaragoza - Approximately 680,000 people Málaga - Approximately 570,000 people Murcia - Approximately 450,000 people Palma de Mallorca - Approximately 415,000 people Las Palmas de Gran Canaria - Approximately 380,000 people Bilbao - Approximately 345,000 people	• Recap countries of Europe and capital cities. • Use a map of Europe and cubes to represent the population of 5-10 cities within Spain. • Compare similarities and difference between the size and population of the cities. • Identify the location of Madrid and discuss why the capital of Spain. • Observe a population density map of Spain. Discuss density of population within the country. • Identify the reasons why many of the other major cities are located on the coast. • Discuss the differences Catalonia and the Basque Country have with the rest of Spain.
Why do people move form one place to another? 	**Migration** is the movement of people from one place to another. People can move from one county to another, or from one region to another. The reasons for which people move to a new area is called **Push and Pull factors.** War, political instability, job opportunities, better living conditions can all be reasons for people moving. **Pull factors** are seen as positive things that attract people to a particular place. **Push factors** are the negative things that make people want to move away. Prior to the war in Ukraine the population was 43 million, since the war began 6.3 million Ukrainian people have since left. Mostly to Poland.	• Recap discussions from last lesson on the reasons many of the cities in Spain were located on the coast and why Madrid was selected as the capital. • Discuss the meaning of Push and Pull Factors • Children sort a series of statements about why people move from place to another in to two categories push or pull. • Observe migration maps of Ukrainian people following the outbreak of war in 2022. • Look at the story of two Ukranian people, discuss what push and pull factors are effecting these people. Help them decide what to do.

Europe including Russia

Year 6

Lesson Question:	What you will learn:	What you will do:
How does the human and physical geography of Eastern and Western Europe compare?  	**Western Europe:** Geographers have varying ideas about what constitutes **Western Europe**. According to one definition, Western Europe consists of the nations of Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, the Netherlands, and Switzerland. **Eastern Europe:** A geographic region of the European continent west of Asia and east of Germany and the Adriatic Sea, traditionally consisting of countries that were formerly part of the Soviet Union, such as Poland, the Czech Republic, Slovakia, Hungary, Romania, Serbia, Croatia and Bulgaria. **Geographical Features:** Western Europe is characterized by the presence of the Alps, the Pyrenees, and various rivers such as the Rhine and the Seine. Eastern Europe includes the Carpathian Mountains and rivers like the Danube. **Climate:** Western Europe generally experiences a milder climate influenced by the Atlantic Ocean, while Eastern Europe has a more continental climate with colder winters and warmer summers. **Cultural Diversity:** Western Europe is known for its rich cultural heritage, including languages like French and German, diverse cuisines, and historical landmarks like the Eiffel Tower. Eastern Europe is characterized by its unique traditions, languages such as Russian and Polish, and landmarks like the Kremlin. **Economic Activities:** Western Europe is often more economically developed with a focus on industries like technology and finance, while Eastern Europe has a diverse economic landscape with a mix of industries including manufacturing and agriculture.	• Recap – Give children a map of Europe and the 10 physical features of Europe which they previously discussed in Lesson 1. Ask them from memory to locate where they are in Europe. • Mapping Eastern and Western Europe – Ask children to shade in a map of Europe – one colour for eastern Europe and one for western Europe. • Show pictures representing human and physical geography of both Eastern and Western Europe. Include images of landscapes, cities, industries, and cultural practices. Ask children to sort them in to Eastern and Western Europe. • Ask children to analyse the reasons behind their choices. • Assign each group a specific aspect of human or physical geography to research for both Eastern and Western Europe (e.g., industries, climate, cultural traditions). • Have each group present their findings, allowing for a class discussion on the similarities and differences between the two regions. • Distribute a worksheet for note-taking, with prompts related to human and physical geography aspects. Students fill in the worksheet as they listen to group presentations.
What do climate graphs tell us about European climates?   	**Climate graphs** are visual representations of climate data that provide information about temperature and precipitation patterns over a specific period in a particular location. They most commonly come in the form of line graphs, bar charts or sometimes both. **Temperature Line:** The graph typically includes a line or curve representing the average monthly temperatures. This line helps visualize temperature variations throughout the year. **Precipitation Bars or Columns:** Precipitation data is usually presented as bars or columns above or below the temperature line. The length of each bar corresponds to the amount of precipitation for a specific month. **Temperature Axis:** The graph includes a vertical axis (y-axis) representing temperature in degrees Celsius or Fahrenheit. The range of temperatures for each month is shown along this axis. **Precipitation Axis:** Another vertical axis (often on the opposite side of the graph) represents precipitation in millimetres or inches. This axis shows the amount of rainfall or snowfall for each month. **Months of the Year:** The horizontal axis (x-axis) represents the months of the year. Each month is labelled, and data points or bars are positioned above or below the corresponding month. Europe, including Russia, exhibits diverse climate patterns due to its vast geographical expanse.	• Review previous learning on weather. Include difference in climates between Eastern Europe and Western Europe. • Introduce the concept of climate graphs and their components (temperature and precipitation) as tools for understanding a region's climate. • Provide climate graphs for different European countries, including Russia. Discuss the key elements of each graph: the temperature scale, precipitation scale, and the patterns shown. • Distribute climate graphs for multiple European countries to each student or group. In pairs or small groups, students compare the climate graphs and identify similarities and differences. Encourage students to discuss how geographical features and latitude might explain the observed climate patterns. • Make connections between climate and geographical features, such as mountains, bodies of water, and latitude.
What is the impact of tourism on Spain's Economy? 	**Tourism** refers to the travel undertaken by individuals or groups to destinations outside their usual place of residence for recreational, leisure, cultural, or business purposes. It involves a temporary stay at the destination and encompasses a variety of activities, including sightseeing, relaxation, exploration of local cultures, and engagement in experiences unique to the visited location. Greece, with its rich history, stunning landscapes, and vibrant culture, has experienced several **benefits from tourism**. Some of the notable advantages include: Economic Growth, Job Opportunities, cultural exchange, Infrastructure development. Promotion of local products. Despite the numerous benefits, tourism can also bring about certain challenges and negative impacts, particularly if not managed responsibly. Some of the **drawbacks of tourism** in Greece include: higher cost of living, over-crowding, environmental damage, cultural erosion, infrastructure strain, seasonal unemployment.	• Recap show map of Europe and locate Greece, The Mediterranean Sea • Show children images of Greece, ask children to identify the reasons people may want to go visit Greece. Ensure coverage of city tourism and coastal. • Students to analyse a case study on Greek Tourism. Taking notes on key points related to the economic, cultural, and environmental impact of tourism in Greece. • Each group is assigned one aspect (economy, culture, or environment) to focus on in relation to tourism in Greece. Using graphic organizers, students analyse the positive and negative impacts of tourism within their assigned aspect. • Each group presents their analysis to the class, covering the economic, cultural, or environmental impact of tourism in Greece. • Discuss potential strategies for sustainable tourism practices in Greece. • Identify similarities between Greece and tourism trade in London.

Europe including Russia

Year 6

Key Vocabulary	
Migration	Movement of people across regions or countries, often for better opportunities or escaping challenges.
Push Factor	Negative conditions that force individuals to leave their current location and migrate elsewhere.
Pull Factor	Positive conditions or attractions that draw individuals to migrate to a particular location.
Population	Total number of people in a specific area or the world at a given time.
Population Density	Measure of how many people inhabit a specific area, often per square kilometre or mile.
Climate	Long-term weather patterns and atmospheric conditions in a particular region.
Culture	Shared beliefs, customs, arts, and social practices that define a group of people.
Economy	System of production, distribution, and consumption of goods and services within a society or region.
Peninsula	Land surrounded by water on three sides, connected to a larger landmass by an isthmus.
Plain	Extensive, flat or gently rolling land with minimal elevation changes and often fertile soil.
Temperate	Moderate temperatures, distinct seasons, mild winters, and warm summers in central European regions.
Maritime	Mild temperatures, limited extremes, influenced by the ocean, and consistent weather patterns.

Countries

There are 44 countries in Europe. The largest is Russia, the smallest is Holy See (The Vatican City). The United Kingdom has the third largest population of all the countries in the Europe but is the 11th biggest in size.

Physical Geography - Rivers

The largest river in Europe is the Volga River. It is approximately 3,692 kilometres (2,294 miles) long and flows through Russia. The second-largest river in Europe is the Danube River. It spans approximately 2,850 kilometres (1,770 miles). In contrasts the River Thames is relatively shorter, with a length of approximately 346 kilometres (215 miles).

Physical Geography - Mountains

The highest mountain in Europe is Mount Elbrus, part of the Caucasus Mountain range in Russia. It stands at approximately 5,642 meters (18,510 feet) above sea level. Europe's second-highest mountain is Mont Blanc, situated in the Alps on the border between France and Italy. Mont Blanc reaches an elevation of about 4,810 meters (15,781 feet) above sea level. In contrast the highest mountain in the United Kingdom is Ben Nevis, located in Scotland. Ben Nevis stands at an elevation of 1,345 meters (4,413 feet) above sea level.

Physical Geography - Peninsula

Europe's diverse peninsulas include the Iberian with rich culture, the historic Balkan, scenic Scandinavian, art-filled Italian, and the expansive Jutland shared by Germany and Denmark. Each holds unique allure.

Physical Geography - Plains

The North European Plain, spanning from the Atlantic to the Ural Mountains, is a flat and fertile expanse crucial for agriculture. Major rivers like the Rhine and Vistula enhance its significance for trade. Densely populated, it hosts key cities and played a pivotal role in historical migrations and trade routes.

Russia – Europe and Asia

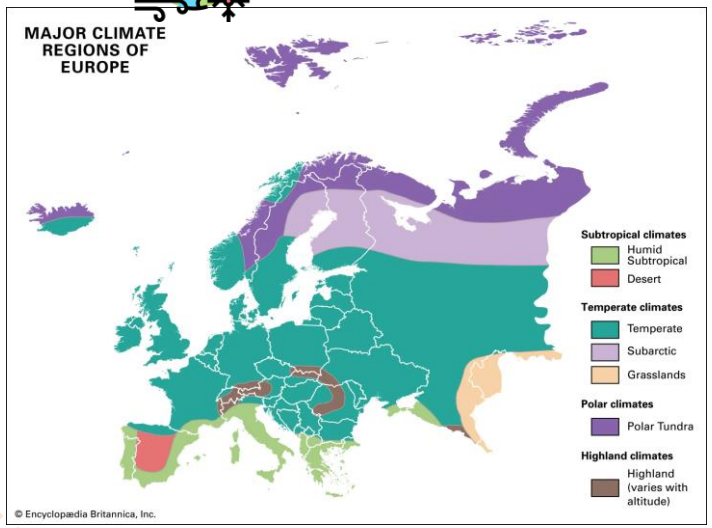
European Russia and Asian Russia refer to two major parts of the country. European Russia is the western part, where Moscow and St. Petersburg are located. Asian Russia is the vast eastern part, extending across Siberia, known for its harsh climates and remote landscapes. European Russia is naturally separated from Asian Russia by the Ural Mountains.

Europe including Russia

Year 6

Climate

Europe displays a spectrum of climate zones. The Mediterranean south basks in a warm, dry climate, while the western parts, like the UK, embrace a temperate maritime climate. Central Europe witnesses a continental climate marked by defined seasons. Moving north, Scandinavia encounters subarctic and polar climates, characterized by cold, harsh winters.



Temperate Climate

A temperate climate in Europe is characterized by moderate temperatures and distinct seasons, with relatively mild winters and warm summers. This climate type, influenced by proximity to the ocean or sea, fosters diverse ecosystems and supports various agricultural activities throughout the year.

Maritime Climate

A maritime climate in Europe is defined by proximity to the ocean, featuring mild temperatures with limited temperature extremes. Winters are generally mild, and summers are cooler than continental climates. The presence of the sea moderates temperature fluctuations, resulting in more consistent and moderate weather conditions.

Tourism - Greece

Positive Impacts

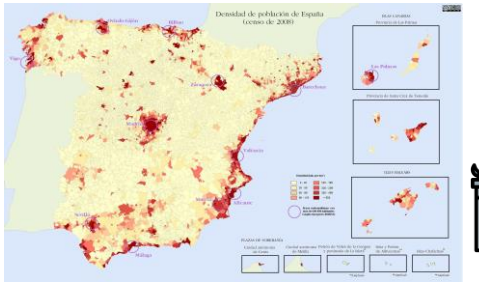
Economic Boost: Tourism significantly contributes to Greece's economy, providing employment opportunities and generating revenue through hospitality, transportation, and related sectors.
Cultural Exchange: Tourism facilitates cultural exchange, exposing visitors to Greece's rich history, traditions, and cuisine while allowing Greeks to learn about other cultures.
Infrastructure Development: The demand from tourists stimulates infrastructure development, including the improvement of transportation, accommodation, and recreational facilities.
Preservation of Heritage Sites: Revenue from tourism often goes towards the conservation and maintenance of Greece's historical and cultural landmarks, ensuring their long-term preservation.

Negative Impacts

Seasonal Dependence: Greece's tourism is highly seasonal, leading to fluctuations in employment and income, with many businesses operating only during peak tourist seasons.
Environmental Impact: Over-tourism can strain natural resources, harm ecosystems, and contribute to pollution, posing threats to the environment, particularly in sensitive areas.
Cultural Dilution: Excessive tourism may lead to the commercialization and dilution of local cultures, as businesses cater to mass-market preferences, potentially eroding traditional practices.
Infrastructure Strain: Popular tourist destinations may face challenges in managing increased traffic, resulting in congestion, overburdened public services, and wear and tear on local infrastructure.

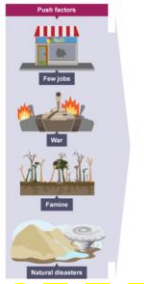
Population

Population is the total number of people in a specific area or the world at a given time. Spain's population is unevenly distributed. The majority resides in urban areas, especially Madrid and Barcelona. Madrid's central location and extensive transportation links, including a major airport and high-speed rail connections, contribute to its role as the capital. Coastal regions, particularly the Mediterranean, attract more population due to favourable climates, economic activities like tourism, and historical urban development.



Migration

Movement of people across regions or countries, often for better opportunities or escaping challenges. The recent war between Ukraine and Russia has led to many people been forced to move to a new place to live. When someone is forced this is a push factor. Some people decide to move home because it is more desirable or a new place offers something nice. This is a pull factor.



Our Changing World

Year 6

Key Questions to be answered during unit:

- What is global warming and its impact?
- What way can we manage the impact of climate change?
- What is sustainable development?
- What are the global issues of sustainability?
- What are the local issues of sustainability in our area?
- What can be done about Global Warming?

Prior Knowledge:

In EYFS children learnt why we need to look after our world in simple terms, keeping it clean, staying health, only using what we need. In Year 1, children learnt to recognise that it is important to look after our world. In year 2 children identified the effects of tourism on Kenya. Also in Key Stage 1 children began to learn about the seasons, temperature, describing hot and cold as well as learning the basics of climates. In Year 3, children began to explain the impact of trade between cities and countries. In year 4 topic of rainforest children explored the impact of deforestation. In year 5 the analysed the impact of humans using natural resources from the rainforests and suggest more sustainable ways to acquire the resources that humans need. As well as learning the four main types of power and why it is important to use renewable energy.

Themes explored in Y6:

There is no reference in the national curriculum to this unit. Climate change is a key issue and we believe that teaching about this issue in our school is a key priority for our children.

In this unit children will cover the key stands of sustainability and change.

Sustainability:
Global warming, caused by human activities like burning fossil fuels, results in extreme weather events and melting ice caps. The UN coordinates efforts to combat climate change, setting emission reduction goals and promoting sustainable development. Sustainable practices, such as renewable energy and waste reduction, are crucial in mitigating climate change and preserving the environment.

Sustainability

Change:
Individuals and communities can contribute to sustainability by adopting eco-friendly habits like conserving energy, reducing water consumption, and using public transport. Education and awareness campaigns play a vital role in empowering people to make environmentally conscious choices. Collaboration at the global, national, and local levels is essential for implementing sustainable policies and practices that address climate change and promote a healthier planet for future generations.

Change

Key Knowledge:

- Weather refers to the day-to-day atmospheric conditions, while climate represents long-term patterns in weather. Global warming, driven by human activities such as burning fossil fuels, results in a gradual rise in Earth's temperature. This leads to more frequent and severe extreme weather events like storms, floods, and heatwaves. Additionally, global warming causes the melting of ice caps and glaciers, contributing to rising sea levels and threatening coastal areas.
- The United Nations (UN) plays a crucial role in addressing climate change by facilitating international cooperation and setting targets for reducing greenhouse gas emissions. Through agreements like the Paris Agreement, countries commit to limiting global warming and transitioning to more sustainable practices. Sustainable development, a key focus of the UN, emphasizes meeting present needs without compromising the ability of future generations to meet their own needs.
- Sustainable practices involve using resources efficiently, reducing waste, and transitioning to renewable energy sources like wind and solar power. By adopting these practices, individuals and communities can help mitigate climate change and minimize its impact. Small changes in daily habits, such as conserving energy, reducing water consumption, and choosing eco-friendly transportation options, can collectively make a significant difference.
- Educating people about the importance of sustainability and empowering them to take action is essential for achieving lasting change. Initiatives like the Sustainable Development Goals (SDGs) aim to address various aspects of sustainability, including environmental protection, poverty alleviation, and social equity. By working together to implement these goals, we can create a more sustainable and resilient future for our planet and its inhabitants.
- Ultimately, combating climate change requires a collective effort at the global, national, and local levels. Governments, businesses, communities, and individuals all have a role to play in reducing greenhouse gas emissions, protecting natural habitats, and promoting sustainable development. By prioritizing sustainability in our policies, practices, and lifestyles, we can mitigate the impacts of climate change and build a more sustainable world for future generations

Key Vocabulary:

Weather, Climate, Global warming, Extreme weather events, Fossil fuels, Greenhouse Effect, Greenhouse gases, Climate Change, Emission reduction, Sustainable **development**, Renewable energy, Conservation, Waste reduction, Environment, United Nations (UN), Education and awareness, **sustainability**, Collaboration, Eco-friendly, Public transport, Empowerment, Environmentally conscious, Climate change, **mitigation, carbon footprint**

Resources Needed:

- World temperature change graph from 1950s onwards.
- Map showing 200m increase in Sea Levels
- Images of human pollution
- Mitigation Strategies video
- Wakefield/Barnsley sustainability plan
- UN 170 daily actions book

Optional Tasks:

- Create activism posters in art driven towards Global Warming and Climate Change
- Write a letter in English to a company asking them or persuading them to change their sustainability policy

Our Changing World

Year 6

Lesson Question:	What you will learn:	What you will do:
What is global warming and its impact?	**Weather** is the day-to-day state of the atmosphere, and its short-term variation in minutes to weeks. People generally think of weather as the combination of temperature, humidity, precipitation, cloudiness, visibility, and wind. **Climate** is the weather of a place averaged over a period of time, often 30 years. **Global warming:** a gradual increase in the overall temperature of the Earth's atmosphere. **Global warming** is the process of our planet heating up. Scientists estimate that since the Industrial Revolution (1740 onwards), human activity has caused the Earth to warm by approximately 1°C. While that might not sound like much, it means big things for people and wildlife around the globe. Unfortunately, rising temperatures don't just mean that we'll get nicer weather – if only! The changing climate will actually make our weather more extreme and unpredictable. **Negative Impacts:** As temperatures rise, some areas will get wetter and lots of animals (and humans!) could find they're not able to adapt to their changing climate. The **greenhouse effect** is a warming of Earth's surface and the air above it. It is caused by gases in the air that trap energy from the Sun. These heat-trapping gases are called greenhouse gases. Scientists believe that human activities are increasing the greenhouse effect. When people drive a car or operate a factory, they use fossil fuels. This adds extra greenhouse gases to the air, and the extra gases trap more heat. Many scientists think that this has led to global warming. **Climate change:** a change in climate patterns, often leading to increased temperatures and extreme weather events. **Extreme weather:** unexpected, unusual, unpredictable, severe or unseasonal weather.	• Recap prior learning of sustainability, plastic pollution, food and trade. • Discuss the definitions of weather and climate. Describe the difference between the two. • Observe temperate change graph and global warming over the last 50 years. Be able to describe degree of change in certain areas of the world. • Find out about negative and positive effects of global warming. • Write an explanation of global warming and its positive and negative impacts. • Describe the process of the greenhouse effect. • Explain why greenhouse gases have become common in the atmosphere. • Match up human activities that create greenhouse effects to their consequences. • List and explain 4 extreme weather types which become more common or worsen with the Greenhouse Effect.
What way can we manage the impact of climate change?	**Changing Seasons:** A slight change in temperature is enough to push the spring thaw earlier, and delay the first frost until later in the fall. These environmental changes cause many trees and spring wildflowers to bloom earlier than typical. **Glaciers:** a slowly moving mass / river of ice formed on mountains or near the poles. **Ice caps:** a covering of ice over a large area, especially on the polar region of a planet. **Concerns:** If all the ice-caps and glaciers on Earth melt then they will release huge amounts of water: over 70% of all the planet's freshwater is currently frozen in ice caps on Greenland and Antarctica. **Aquifer:** a layer of rock below the surface of the Earth that can store freshwater. When **sea levels** rise as rapidly as they have been, even a small increase can have devastating effects on coastal habitats farther inland, it can cause destructive erosion, wetland flooding, aquifer and agricultural soil contamination with salt, and lost habitat for fish, birds, and plants. Changes in **precipitation** patterns will impact people and ecosystems by altering the availability of water throughout the year. The predicted impacts of altered precipitation patterns include: floods and droughts will become more frequent and more severe. The are two different types of strategy that can be adopted to manage climate change and its impacts. **Mitigation strategies and Adaptation strategies. Mitigation Strategies:** To reduce or prevent the effects of global warming / climate change. **Adaptation strategies** do not aim to reduce or stop global warming. Instead they aim to respond to climate change by limiting its negative effects. **Afforestation:** the act or process of establishing a forest especially on land not previously forested. **Carbon capture** - this is the removal of carbon dioxide from waste gases from power stations and then storing it in old oil and gas fields or coal mines underground. This reduces the amount of emissions into the atmosphere.	• Recap prior learning of greenhouse effect, global warming, and extreme weathers linked to the two. Ensure knowledge of the Greenhouse Effect process and human impact. • Discuss impact of global warming on glaciers, and ice caps. Include impact on changing seasons to the speed in which the glaciers and ice caps are melting. • Observe map showing impact of sea level increased to 200m on the UK. Discuss what would happen to cities and locations which we know. • Identify and explain the four areas of concern when considering the impact of global warming. • Watch a video on mitigation strategies and make notes. • Watch a video on adaptation strategies and make notes. • Define both mitigation and adaptation strategies and the difference between their aims. • Look at different mitigation and adaptation strategies to explain how they are helping. • Sort strategies in to mitigation and adaptation strategies.

Our Changing World

Year 6

Lesson Question:	What you will learn:	What you will do:
What is sustainable development?	**United Nations (UN):** The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Since World War Two ended, people in power across the globe have realised that humanity needed to look after its future and prevent huge catastrophes happening again. To do this, countries worked together to create the United Nations (UN): a group of some of the best scientists, politicians and leaders from 193 countries (it started with 51 countries). Their goals are clear: • to keep world peace • to help countries get along • to improve living conditions for people all over the world • to make the world a better place **Sustainable:** If something is sustainable, it can be maintained (i.e. it can carry on) for a long time and won't run out. **Development:** The process of improving something. This could be anything: designing clothes; building houses; growing and selling apples on your farm. **Sustainable Development:** described by the 1987 Bruntland Commission Report as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable development helps us to make good decisions for people who are here, alive, on the planet right now. These decisions must not make the future worse for our children, and other people in the future. An example of a good decisions to help the planet are by using more renewable sources of energy to create electricity: making more wind turbines, solar panels to produce electricity and electric cars, so the human race prevents all of the coal, oil and gas supplies running out as quickly and reduce the impact on the planet. This would allow us to use less fossil fuels to make electricity. That should give us time to find new, better, cleaner ways to make power in the future!	• Understand what the United Nations is and its purposes. • Answer questions about the United Nations and its purposes. • Observe images of human damage to the planet: pollution, plastic waste, deforestation, emissions from vehicles. • List three ways humans are damaging the plant. • Discuss the changes humans can make to their life, properties, vehicles that would make a change to the planet. • Discuss the global goals. • Explore how Barnsley as a borough or Wakefield Council intends on meeting the goals.
What are the global issues of sustainability?	The UN want people to realise that everything is connected. To do this, they created the Sustainable Development Goals. In 2015, leaders from all 193 countries of the United Nations made the most ambitious plan that has ever been agreed. They believe that by teaching children about the Global Goals, you can make a better world. A book called 170 daily actions aims at people transforming our world. It contains 10 daily suggestions for each goal on how you can make a difference in the world around you. Barnsley council created a document for what residents can do. This can be found on their website.	• Discuss the UN Global Goals and the book 170 daily actions. • Debate whether there are any actions you can take as an individual, as a family, and as a class or school? • Make notes about what actions you could take. • See which of the global goals you can remember

Our Changing World

Year 6

Lesson Question:	What you will learn:	What you will do:
What are the local issues of sustainability in our area?	• The area of West Yorkshire in which we live in is famous for coal mining and energy production at power plants. Both involving the burning of fossil fuels and reduction of the planets natural resources. As councils try to move to more sustainable options this can also lead to other issues like job creation, regeneration of buildings and land etc.. • Sustainable development is about decisions and choices. It can be easy to imagine that the decisions which change the world are made by people in powerful jobs, such as politicians, business-leaders or, increasingly, people in the media (TV, internet, radio, films etc). To some extent, that is right. If a famous celebrity shares online details of their new vegan diet, recyclable clothing or the fact that they have "given up" plastic, then more people are likely to copy them. • However, whilst global issues are often highlighted in the media, what about improving the local area - your home town? • Barnsley, Ripon, Doncaster, Scunthorpe and Wakefield are all at different stages of improvement after the loss of some key industries in recent years - particularly coal, steel and engineering.	• Previous learning recap – what is sustainability and the issues impacting our area? • Discuss local issues of 5 towns area and the use of coal and steel, mining and power plants. • Discuss local issues which effect this area and sort in to negative and positives. Should be 5 key areas to discuss: economic, social, scientific, political and cultural. • Describe ways in which we could improve these local issues.
What can be done about Global Warming?	• **Sustainable:** able to continue over a period of time. • **Carbon footprint:** the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community. • **Lifestyle:** the way in which a person lives. **Ways to reduce our carbon footprint:** • Wash laundry cold, buy seasonal and local vegetables and fruit, eat less meat, use public transport, cycle, use energy efficient lighting, power off, use rechargeable batteries, unplug unused devices, buy clothes second-hand, recycle, eat less dairy.	• Recap prior learning of climate change, mitigation and adaptation strategies, impacts of global warming on glaciers and ice caps. • Plan out an information poster on a piece of paper on the potential solutions to reducing our carbon footprint. • Use the internet and/or the information sheets (from the teacher's pack) to help you with your poster. • Use your plan to create a digital poster using Adobe Spark on the potential solutions to reducing our carbon footprint. Select some of the key ideas that people could achieve by changing their lifestyle to help reduce the our carbon footprint.

Our Changing World

Year 6

Key Vocabulary	
Weather	What's happening outside right now, like rain or sunshine.
Climate	The usual weather in a place over a long time.
Global Warming	Earth getting hotter because of too much pollution.
Greenhouse Effect	Trapping heat in Earth's atmosphere, making it warmer.
Climate Change	Big changes in weather patterns over many years.
Extreme Weather	Very unusual and severe weather events, like hurricanes.
Sustainability	Taking care of the Earth so it stays healthy.
Mitigation	Actions to reduce or prevent something bad from happening.
Development	Making things better in a place, like building houses.
Carbon Footprint	The amount of pollution you make, especially from energy.
Greenhouse Gases	Gases that trap heat in Earth's atmosphere, like CO2.

Carbon Footprint

The amount of pollution you make, especially from energy. Every time we use energy that is not renewable we leave a carbon footprint. It can be charging our phone to flying around the world. Ideally we need to plant more trees and invest in renewable energy sources long term to reduce our carbon footprint.

What is a climate?

Climate describes the weather conditions that are expected in a region at a particular time of year.

Imagine the Earth like a big house, and climate is like the kind of weather that the house has most of the time. It's not just about whether it's sunny or rainy on a particular day, but it's about what the weather is like over a long period of time, like many years.

So, when we talk about the climate of a place, we're talking about the usual weather patterns there. Some places might have hot and dry weather most of the time, like a desert, while others might have a lot of rain and be very green, like a rainforest.

Greenhouse Effect

Greenhouse gases are gases in Earth's atmosphere that trap heat. They let sunlight pass through the atmosphere, but they prevent the heat that the sunlight brings from leaving the atmosphere. The main greenhouse gases are water vapour, carbon dioxide, methane, ozone, nitrous oxide and chlorofluorocarbons. Without this process, the Earth would be too cold to support life as temperature would average as -18°C instead of +15°C.
Recently, there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit extra greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation but causing less to be reflected. As a result, our Earth is becoming warmer.

What is climate change?

Climate change describes a change in the average conditions — such as temperature and rainfall — in a region over a long period of time.

Greenhouse Gases	
Most greenhouse gases occur naturally. Some greenhouse gases have greater potential to increase global warming than occurs as different gases trap and absorb different amounts of radiation.	
Carbon dioxide	Accounts for 60% of the enhanced greenhouse gases. It is produced by burning fossil fuels through producing electricity, industry, cars and deforestation.
Methane	Accounts for 15% of the enhanced greenhouse gases. 25x more efficient than Carbon dioxide. Produce from landfills, rice and farm animals.
Halocarbons	Human made and makes a tidy proportion of all greenhouse gases. 15000x more efficient at trapping radiation than Carbon dioxide. Produced from air-conditioning, refrigerators and aerosols.
Nitrous Oxide	Accounts for 6% of the enhanced greenhouse effect. 250x more efficient than Carbon dioxide. Produced from fertilisers and car exhausts.

Recent Evidence for climate change.	
In the past 100 years, scientists have become pretty good at collecting accurate measurements from around the world. These measurements have suggested a trend that the climate is yet again changing.	
Global temperature data	Evidence collected by NASA suggests average global temperatures have increased by more than 0.6°C since 1950.
Ice sheets and glaciers	Evidence from maps and photos have shown many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.
Sea Level Change	Evidence from the IPCC has shown that the average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from fresh water ice and thermal expansion of the ocean due to higher temperatures.

Global impacts of climate change	
The impact of rising temperatures is affecting the world socially, economically and environmentally in several potential problematic ways.	
Extreme Weather	Climate is causing more unpredictable and severe weather events. This includes more frequent and powerful tropical storms; more extreme heatwaves and lasting droughts. E.g. Typhoon Haiyan 2013
Rising sea levels	Sea levels have risen by 20 cm since 1901. due to thermal expansion, melting glaciers and ice caps. Some coastal countries are now disappearing such as the Maldives in the Indian Ocean.
Food supply	Warmer temperatures and changing rainfall will make it harder to produce a reliable source of food to sustain a rising global population. E.g. In 2011, Russia banned crop exports after a incline in yield.
Plants and Animals	About a quarter of animals and plants on Earth could become extinct. With warmer temperatures and changing rainfall environments will no longer be able to provide for the world's fragile ecosystems.
Disease and Health	Warmer temperatures will increase the spread of infectious diseases like malaria. In addition, more frequent floods could cause more waterborne disease such as dysentery.
Water Supply	People need freshwater to drink but with 1 billion people predicted to not have excess to enough water by 2025 due to climate change, this might cause several social, economic and environmental problems. E.g. fishing, irrigation and sanitation.
Climate refugees	Climate refugees are people who are forced to leave their home due to the impact of climate change. This can be due to sea level rises or extreme weather conditions such as drought.

Sustainability

Sustainability in geography means taking care of our planet so that we can keep living here happily. It's about using resources wisely, protecting nature, and making sure there's enough for everyone now and in the future. This means using things like water, trees, and energy wisely, so they don't run out. For example, recycling helps save trees, and turning off lights saves energy.

Our Changing World

Year 6

Impacts of climate change on the UK.

The UK's climate is also changing. It is expected to…

- **Increase in average temperature.**
- **Have warmer, but wetter winters.**
- **Have warmer and drier summers.**

However, not all the impacts to the UK will be negative, there are clear benefits for a changing climate.

Negative impacts of climate change for the UK

Coastal Flooding

- Vulnerable low lying areas could flood homes and infrastructure.
- Increase of coastal erosion.
- Damage to the economy.

Extreme Rainfall

- Increase in extreme flash floods.
- Flood damage to homes and businesses.
- Soil contaminations on farmland.

Water Shortages

- Farmers will find it difficult to irrigate land.
- Water restrictions, with London being worst affected.

Extreme Heat

- Warmer weather can increase health problems.
- Infectious diseases such as malaria might spread.

Positive impacts of climate change for the UK

Tourism

- More people likely to take holidays within the UK.
- The economy could be boosted: helping to create new jobs.
- More outdoor events could become common.

Environment

- New wetlands from coastal flooding could become established.
- New wildlife and plants could be drawn to the UK'.

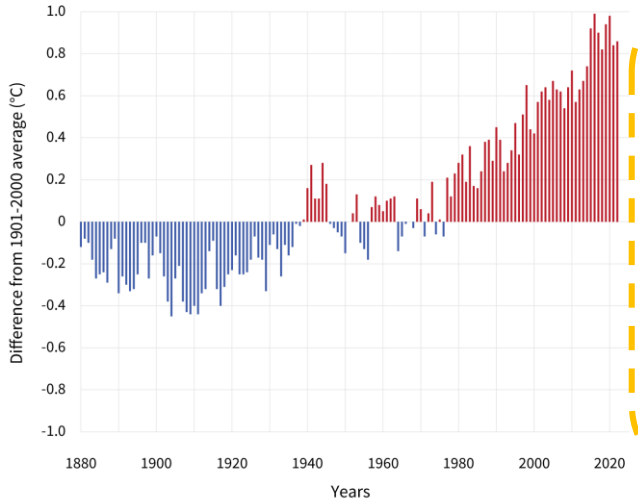
Farming

- Agriculture productivity may increase under warmer conditions.
- Farmers could potentially grow new foods used to warmer climates.

Industry

- Heating cost will fall.
- Construction industry will be boosted by the need to build sea defences.
- New designs produced to cope with conditions.

GLOBAL AVERAGE SURFACE TEMPERATURE



Sustainability in Wakefield

In May 2019, the UK Government declared an environment and climate emergency and set a target requiring the UK to bring all greenhouse gas emissions to net zero before 2050 to end the country's contribution to global warming. Regionally, the West Yorkshire Combined Authority (WYCA) have set the target for the Leeds City Region to be net zero carbon by 2038. Locally, Wakefield Council declared a climate emergency in May 2019 and pledged to become a carbon neutral organisation by 2030.

What Wakefield Council is doing:

- established a dedicated climate change team
- nearly completed a three-year scheme to replace nearly 45,000 streetlights lanterns with LEDs. It will reduce energy consumption from street lighting by 80% and lower carbon emissions by 65%
- planted nearly 100,000 trees through our partnership with the White Rose Forest. The trees will capture carbon and offset any residual emissions we cannot eliminate
- begun looking at building solar parks – they could provide renewable energy, enhance biodiversity, offer training and provide new, green jobs. We're also looking at district heating schemes using waste heat from industry or mine water
- built a state-of-the-art recycling facility, which means more than half of the district's waste is recycled. Just 8.5% is sent to landfill, with the remainder used to generate energy at Ferrybridge Power Station
- been working with schools on climate education and decarbonising their buildings
- declared a biodiversity emergency and ecological crisis, and we're changing the way we look after parks, green spaces and countryside to put nature first

North America

Year 6

Key Questions to be answered during unit:

- Where is North America located and what are the countries on this continent?
- What are the biomes in North America?
- How have the arrival of the Europeans impacted the lives of Native Americans?
- How did the Gold Rush alter the environment?
- What are the positives and negatives of building dams like the Hoover Dam?
- How do push and pull factors lead to rises in urban populations?
- What is the physical geography of North America and why is it suitable for growing crops?

Prior Knowledge:

In Year 2, children studied the seven continents of the world and the 5 oceans. Children will have named, recognised and label the continent of North America. In year 4 children studied the rainforests in South America. In Year 5, children continued with South America, learning about Latin America, human features and physical features. Children have learnt about climates in Key Stage 2, biomes, and using map skills. Children have used scale in Year 5 to measure distances on maps. In Year 5 children may have looked at food from North America. As part of the Enough for everyone topic pupils will have learnt the four major power sources used in the world as well as new renewable energy sources. In sustainability children have discussed deforestation and climate change.

Themes explored in Y6:

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

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

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

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

Key Knowledge:

- Scale in mapping determines the level of detail shown on a map. Choosing the right scale is crucial for navigation; too little detail makes it challenging, while too much detail can overwhelm. Maps vary in scale for different purposes; for example, 1:25,000 maps are great for walking, while 1:36,000,000 maps show broader areas with less detail. North America, the third-largest continent, consists of 23 countries, with the USA being commonly referred to as "America."
- Biodiversity refers to the variety of plant and animal life, vital for ecosystem health. Biomes are large communities with common characteristics. North America has diverse climate biomes including tundra, coniferous, deciduous, desert, rainforest, and prairie. Climate describes weather conditions in an area. Specific characteristics of each biome are detailed in accompanying information sheets.
- Settlements are established communities in previously uninhabited areas. Indigenous people are the original settlers of a region, like Native Americans in the Americas. European expeditions explored the land, leading to colonization and conflict with indigenous peoples. The term "Indians" for Native Americans stems from Columbus' mistake. European settlers viewed indigenous peoples as primitive, leading to cultural clashes.
- Physical processes are natural forces altering Earth's features, like volcanic eruptions and erosion. Human processes involve human activities, including deforestation and gold rushes. Deforestation causes various issues like climate change and soil erosion. Gold rushes, like the California Gold Rush, attracted masses and boosted economies. Grid references provide precise locations on maps. Reservations were established to control Native Americans and assimilate them into white culture.
- Human processes involve various activities such as populations, transportation, and agriculture. The Great Depression in the 1930s led to economic struggles in the US, prompting government projects like dam construction to create jobs. Dams, like those on the Colorado River, generate hydroelectric power and create reservoirs, impacting ecosystems and communities.
- Urbanisation is the concentration of people into cities, spurred by the Industrial Revolution's development of factories. This led to a significant rural-to-urban migration in the late 19th and early 20th centuries. As a result, the majority of Americans shifted from rural to urban living, transforming infrastructure and demographics.

Key Vocabulary:

Scale, biodiversity, biome, climate, expeditions, settlement, indigenous, colonies, culture, native americans, physical processes, human processes, deforestation, genocide, reservations, dam, hydroelectric, reservoir, urbanisation, rural, migration, immigration, push factor, pull factor, infrastructure, climate, agriculture, agribusiness,

Resources Needed:

- Map of North America
- Amazon River Map
- Google Maps
- Climate Zone Map of North America
- Colony Map of North America
- Map of European expeditions – Columbus
- Map of gold mine California
- Las Vegas Map
- Photos of Las Vegas, Hoover Dam, Grand Canyon, Colorado River

Optional Tasks:

- Six figure grid reference Las Vegas
- Label human features and physical features of Las Vegas.

North America

Year 6

Lesson Question:	What you will learn:	What you will do:
Where is North America located and what are the countries on this continent?	• **scale:** is a set of levels or numbers which are used in a particular system of measuring things or are used when comparing things. • Choosing the right map scale can be really important when you are planning you adventures. Use a map with too little detail and it can be hard to use, while too detailed a map may mean you are continually going off the page or map sheet. The critical item that tells you how much detail is shown is called the 'scale'. • Maps are made at different scales for different purposes. The 1:25 0000 scale map is very useful for walking, but if you use it in a car you will quickly drive off the edge! On the other hand, maps at 1: 36, 000 000 scale show a lot less area and in far less detail. These type of maps are useful to show countries, oceans and some cities. • **North America** is the third largest continent and has 23 countries. It is usually split into three regions: Canada, the United States of America and Mexico. United States of America (USA). When people talk about America they are usually referring to the USA rather than the continent of North or South America.	• Recap prior learning – name the 7 continents and 5 oceans. Identify the countries and the cities of South America. • Recap what maps need to labelled with to be accurately led. • Recap the use of scale to measure the Amazon River. • Explore North America using Google Earth to get a sense of place and where we are in relation to North America. • Look at the use of scales on maps. Discuss with partners how you might use a scale on a map and why it's important to choose the correct scale of map for the purpose. • Using a blank map of North America – measure how many cm 1000km is on the map. • Now measure the distance (east to west) of Canada, USA, Mexico • Use Google Earth to locate as many of the 23 countries of North America as you can. Label them on a blank map. • Plenary – ask children to identify the country from a map.
What are the biomes in North America?	• **Biodiversity:** the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important. • **biome:** a large community of plants and animals that have common characteristics. • The climate biomes of North America are: tundra, coniferous, deciduous, desert, rainforest, prairie • **climate:** the weather conditions of a particular area. • See information sheets provided for each of the biomes – for each characteristic.	• Recap – observe a climate map of the world, describe the difference between the climate zones of Latin and South America. Label the lines of latitude and the hemispheres. • Recap – What does biodiversity mean? • Recap – how many countries make up North America. • Observe a biomes of North America map, around the outside use pictures of the different biomes. Label the images to the climate. • Create an information table of the key characteristics of Biomes in North America.
How have the arrival of the Europeans impacted the lives of Native Americans?	• **settlement:** a place, typically one which has previously been uninhabited, where people establish a community. • **indigenous people:** The people who were the original settlers of a given region. • **Native American:** a member of one of the groups of people who were living in North and South America before Europeans arrived. • People lived in the United States long before Christopher Columbus and the Europeans discovered the Americas. • The Native Americans were the original settlers on the lands in the Americas. The first people to live in a land were called indigenous people. • **Expeditions:** a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war. • Numerous European expeditions sailed across the Atlantic Ocean to explore this vast new land. Columbus had landed in the West Indies, islands in the Caribbean Sea that are part of North America. Other explorers began arriving at mainland North America, which also includes Central America, and South America. • **colonies:** a country or area under the full or partial control of another country and occupied by settlers from that country. • Legend has it that Christopher Columbus arrived in the Caribbean thinking he has reached the Indian Ocean. He referred to the indigenous people as "Indians", and subsequent settlers repeated the same mistake. However, the term has been an issue ever since. Many see it as a reminder of the country's brutal colonial past, based on a disapproving understanding of the indigenous culture. By the late 1960s, groups began using a new name - they used the term Native American. • The Europeans who wanted to settle the Americas and gain control of their wealth did not consider indigenous peoples to be owners of their lands. They looked on indigenous peoples as *primitives or **savages who would benefit from the introduction of European civilisation and religion. • **culture:** the ideas or beliefs of a certain society.	• Recap prior learning – from year 4 rivers explain what a settlement is. • Recap – Year 6 prior learning what are the positive impacts and negative impacts of migration. • Discuss the indigenous people of Native America. Describe how the European expeditions of people like Christopher Columbus helped explore the lands of America. • Observe maps of European expeditions • Observe a colony map of North America • Discuss the negative impacts of slavery and these expeditions: disease, enslaved, culture • Using information slides provided, images of European actions and negative consequences create a fact file about the impact on Native Americans.

North America

Year 6

Lesson Question:	What you will learn:	What you will do:
How did the Gold Rush alter the environment?	• **physical processes:** are the natural forces that change Earth's physical features, including forces that build up and wear down Earth's surface. Examples include: volcanic eruptions, river erosions, tsunamis, earthquakes, mountain formation. • **human processes:** a process in which human beings are involved. Examples include: • populations, settlements, transportation, recreation and tourism, religion, politics, social and cultural traditions, human migration, agriculture, and urbanisation • **deforestation:** is the removal of trees. This can be for the wood itself, or for other reasons such as mining and settlement building. • The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and a host of problems for indigenous people. • **The California Gold Rush (1848–1855)** was a gold rush that began on January 24, 1848, when gold was found by James W. Marshall at Sutter's Mill in Coloma, California. Although Sutter and Marshall tried to keep the find a secret, word quickly got out. • The news of gold brought approximately 300,000 people to California from the rest of the United States and abroad. The sudden influx of gold into the money supply reinvigorated the American **economy**; the sudden **population** increase allowed California to go rapidly to statehood. • **Gold Rush:** An astounding amount of gold was pulled from the ground during the California gold rush. In 1852 the take for the year was $80 million ($1.9 billion in 2005 dollars). • **6-Figure Grid Reference.** A 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number. Inside each box, imagine 10 tick marks along the eastings and 10 tick marks along the northings. These marks are generally not provided on maps. • **genocide:** the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. • **reservations:** the main goals of Indian reservations were to bring Native Americans under U.S. government control, minimise conflict between Indians and settlers and encourage Native Americans to take on the ways of the white man.	• Recap prior learning: four figure grid reference map work (Rivers year 4, Mountains year 5, Latin and South America year 5) Identify the snow leopards using four figure grid references. • Recap physical process and human process. • Recap deforestation and how it impacts the environment – Year 5 South America and Year 4 Rainforests. • Match vocabulary to key definitions – continent, biome, states, tundra, indigenous people, coniferous forest • Watch video on the key events of the Gold Rush • Practice using 6 figure grid-reference in reference to golden nuggets on a map. • Using a map of gold mine in California locate the name of the mine and describe its 6 figure grid reference. • Create an information sheet about the key discoveries of mines. • Write a short explanation to explain what the gold rush was, when and how it started, where it happened and who was involved. • Create a flowchart of the key human events relating to the Gold Rush. Cause and consequences.
What are the positives and negatives of building dams like the Hoover Dam?	• **human processes:** a process in which human beings are involved. Examples include: • populations, settlements, transportation, recreation and tourism, religion, politics, social and cultural traditions, human migration, agriculture, and urbanisation • **The Great Depression:** a time during the 1930s where there was a lack of money for most people. This caused businesses to fail. • In America in the 1920s and 1930s, there was a lack of money for most people. This was caused by a number of factors (but mainly that people became worried about losing their jobs, so started to spend less money). What happened as a result was that many businesses failed and there was very little work for most Americans. Consequently, thousands of people went into poverty and had no money to spend, causing even more businesses to fail. This became known as The Great Depression. To break this cycle, the US government created a series of huge geographical projects, such as tunnel building in New York, road building across the nation and also the building of dams across rivers. The key purpose of these projects was to provide jobs for people. • **dam:** a barrier built across a river to control water levels. • **hydroelectric:** the generation of electricity using flowing water, which drives a turbine to power a generator. • **reservoir:** a large natural or artificial lake used as a source of water supply. • The **Colorado river** is often called the 'American Nile'. It starts high in the snowy, **Rocky Mountains** and flows for 2334 km through western America. Many, many people and natural ecosystems (groups of living things) rely on it's water and nutrients. The Colorado river has, over millions of years, carved out the '**Grand Canyon**'. The river has eroded the rock so much that the cliffs are over a mile high in some areas.	• Recap Year 4 Rivers – what causes flooding? What is the impact of flooding on human and physical landscape? • Recap key term – human processes which is covered in most units in Key Stage 2 • Explore the reasons behind geographical building projects in the 1930s in America. • Look at images of the Colorado River, Grand Canyon and Las Vegas. Describe whether they are physical features and physical processes or human features and human processes. Describe how human features can have physical impacts. • Observe the Hoover Dam on Google Earth • Using an information fact file on the Hoover Dam describe how this has created the growth of Las Vegas in the middle of a flat area of desert which relies almost completely on Lake Mead for water.

North America

Year 6

Lesson Question:	What you will learn:	What you will do:
How do push and pull factors lead to rises in urban populations?	• **urbanisation:** the process by which large numbers of people become permanently concentrated in relatively small areas, forming cities. • **rural:** of or in the countryside • **urban:** of or in a city or town • **migration:** the movement of people from one place in the world to another. • **immigration:** process through which individuals become permanent residents or citizens of another country. • **push factor:** something that makes people want to leave a place or escape from a particular situation. • **pull factor:** something that attracts people to a place. • **Industrial Revolution:** the time when factories developed and countries began manufacturing good in large quantities. • Huge numbers of Americans moved into big towns and cities in the late nineteenth and early twentieth centuries (urbanisation). This happened because of industrialisation (industrial revolution) - the process of large factories opening and providing jobs. Huge numbers of people moved - eleven million people migrated from rural (countryside) to urban (town/city) areas between 1870 and 1920. • **From Farm to City -** Nowadays, the majority of Americans live in cities or suburbs, but up to 100 years ago, the vast majority of Americans lived out of town and worked in agriculture. In the last 200 years, the • change has been huge: from below 3% of Americans living in cities to over 90% in the present time. This is similar to many "developed" countries and is caused by changes in the way people live and work. The movement of people from rural to urban areas is called urbanisation. • **infrastructure:** basic equipment and structures (such as roads and bridges) that are needed for a region to function properly. • Most of the twenty-five million **immigrants** (people from other countries) who came to the United States in the same period settled in the USA's cities. By 1920, more Americans lived in cities than in rural areas for the first time in US history.	• Recap prior learning – Terms urban, rural and urbanisation (Year 4) • Recap prior learning – migration push and pull factors from Year 6 (Europe including Russia) • Observe percentage tables of North America urban and rural living. Describe changes over the last 225 years from rural to urban migration. • Describe the factors that have driven urbanisation in America and identify the factors which people describe for moving. • Match statements to push and pulls factors. Focus on a push and pull factors for the following terms: agriculture, transportation, infrastructure, goods and services, education, health and medical care. • Describe the nationalities of people have moved to New York and how it has become a diverse place. • Use maps to explain how there was a rapid increase in people from rural to urban from 1766-1919. How New York grew immensely from 1940 – • Compare this to migration to London.
What is the physical geography of North America and why is it suitable for growing crops?	• **climate**: the weather conditions prevailing in an area in general or over a long period. • **agriculture:** the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products. • The crops grown / animals kept in a location is direct related to the climate of an area. The UK climate is ideal for growing grass for animals to eat. Around 65% of farmland in the UK is best-suited to growing grass rather than other crops. If we did not graze livestock on it, we could not use it to produce food. Example: • If you have a hot, dry climate, tomatoes would be a good crop to grow. • If you are in a cooler, wetter climate, potatoes would be more suitable. • Modern farming techniques in the United States and Canada often specialise in a single crop, which is to be sold for money (called a • cash-crop). Such specialised farms tend to cluster in areas where the climate and soil quality are appropriate to a given crop - for example, sunny California is great for growing grapes. The supporting agribusinesses, such as suppliers of tools, machines, chemical fertilisers and pesticides tend to specialise in products and activities that support the primary crops of their given area. • **Agribusiness:** large scale farming (of crops and / or animals) for commercial gain (money). The majority of the produce from farming is used for consumption (eating). However, farmers are doing this to earn money. In the present day, the larger the farm, the larger the potential profits. This leads to large scale farming which is known as agribusiness. In 2020, farms in the USA contribute over $134 billion to the US economy.	• Recap prior learning – climate and agriculture from Year 5 South and Latin America. • Discuss the fields around Ackworth – What crops are grown? How are the fields used? • Observe an agricultural pattern map of North America. Describe patterns that can be seen, explain why these patterns might occur with reference to climate. • Compare the agricultural pattern map to climate map. • Discuss the benefits of large scale farming to farmers and its impact on the USA economy. • Define agribusiness and its impact in an area. • Observe and compare maps of the cotton belt in America with the location of major clothing manufacturers. Explain why there is a pattern.

North America

Year 6

Key Vocabulary	
Scale	The size or extent of a geographical phenomenon or area. On a map it is a way of measure the distance between one place and another.
Biome	A large geographical area with distinct plant and animal communities.
Biodiversity	The variety of living organisms in a particular ecosystem.
Indigenous People	Native inhabitants of a region or land.
Colonies	Territories controlled and governed by a foreign power.
Economy	The system of production, distribution, and consumption of goods and services in a region.
Reservoir	A large artificial lake used to store water for human consumption or irrigation.
Deforestation	The clearing of forests for agricultural, commercial, or residential purposes.
Migration	The movement of people from one place to another, often for better opportunities or safety.
Urbanisation	The process of increasing the proportion of a population living in urban areas.
Agriculture	The practice of cultivating crops and raising livestock for food, fibre, and other products.
Agribusiness	Large-scale commercial farming and associated industries involved in agricultural production and distribution.

Countries

North America is the planet's 3rd largest continent. North America comprises 23 countries, including Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, and the United States.

Physical Geography – North America

North America showcases a variety of physical features, including extensive mountain ranges like the Rocky Mountains and the Appalachian Mountains, vast plains such as the Great Plains, and impressive natural landmarks like the Grand Canyon. Notable bodies of water include the Great Lakes, the Mississippi River, and diverse coastal areas, offering a range of landscapes from sandy beaches to rugged cliffs.

Human Geography

North America's human geography is punctuated by iconic landmarks and diverse settlements. Major metropolises like New York City, Los Angeles, and Toronto dominate skylines, serving as cultural and economic epicentres. Historic landmarks such as the Statue of Liberty, Mount Rushmore, and the CN Tower stand as symbols of national identity and pride. From bustling urban centres to quaint rural towns, the continent's varied landscapes reflect its complex history and vibrant multiculturalism.

Physical Geography – Seas and Oceans

North America is surrounded on the north by the Arctic Ocean, on the east by the North Atlantic Ocean, on the south by the Caribbean Sea, and on the west by the North Pacific Ocean.

Interesting facts

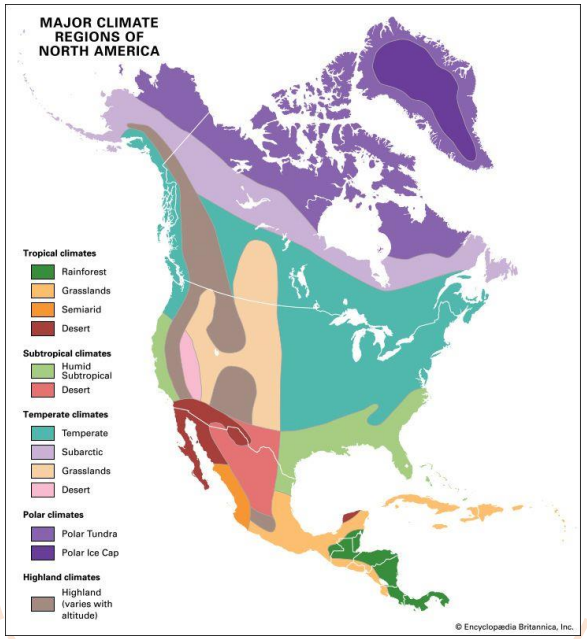
Longest River of North America: The Missouri River (USA) is 3,767 metres (2,341 miles) long and flows through seven states of the USA. Highest Mountain: Mount Denali in Alasaka (USA) is 6,190 metres (20,310 ft) high and is located in the Alaska mountain range. Biggest Lake: Lake Superior is the largest of the Great Lakes in the USA. This lake is as big as South Carolina or Austria! It is shared by Canada and the United States Lowest Point: Death Valley National Park is 86m (282 ft) below sea level. It is also the hottest and the driest national park in the USA.

North America

Year 6

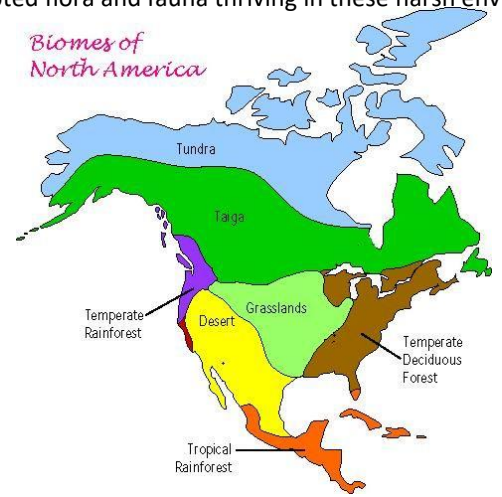
Climate

North America exhibits a diverse range of climate zones. The southern regions, such as Mexico and the southern United States, experience a warm and often humid climate, while the western coastal areas enjoy a temperate maritime climate. In contrast, the central parts, including the Great Plains, endure a continental climate with hot summers and cold winters. As one moves northward, Canada and Alaska encounter subarctic and polar climates, featuring long, frigid winters and short, cool summers.



Biomes

North America boasts a rich variety of biomes. The southern regions, including parts of Mexico and the southern United States, are dominated by temperate deciduous forests and grasslands. Moving westward, the coastal areas feature diverse ecosystems such as coastal forests and wetlands. In the central parts, the Great Plains are characterized by vast grasslands and prairies. Further north, Canada and Alaska are home to boreal forests, tundra, and taiga biomes, with cold-adapted flora and fauna thriving in these harsh environments.



Biome	Definition
Temperate Deciduous Forests	Forests characterized by trees that shed their leaves in the fall and regrow them in the spring.
Grasslands	Wide-open areas dominated by grasses and herbaceous plants.
Coastal Wetlands	Ecosystems where water covers the soil or is present near the surface for part of the year.
Boreal Forests	Dense forests consisting mostly of coniferous trees.
Tundra	Treeless biome characterized by low temperatures and short growing seasons.

Native Americans

Native Americans' lives were profoundly affected by the arrival of Europeans. Before European contact, they lived in diverse cultures across North and South America, practicing agriculture, hunting, and trade. However, European colonization led to forced relocation, loss of land, and diseases that devastated populations. Many Native American societies faced cultural assimilation and suppression of their languages and traditions, shaping their history and resilience in the face of significant challenges.

The California Gold Rush (1848 – 1855)

The Gold Rush was a period in the mid-19th century when thousands of people rushed to areas where gold had been discovered, such as California and Alaska. This sudden influx of people had a significant impact on the environment. Forests were cleared for mining operations, rivers were diverted and polluted with mercury and other chemicals used in gold extraction, and habitats were disrupted, affecting wildlife. The Gold Rush altered landscapes and ecosystems, leaving a lasting footprint on the environment.

Impact of building the Hoover Dam

The Hoover Dam, built in the 1930s, is a massive concrete arch-gravity dam on the Colorado River, straddling the border between Nevada and Arizona in the United States. It was constructed primarily to control flooding, provide irrigation water, and generate hydroelectric power. Positively, the dam helped transform the arid landscapes of the American Southwest into fertile farmland and provided a reliable source of electricity for millions of people. However, its construction led to the displacement of thousands of people, the loss of important ecosystems and habitats, and significant alterations to the natural flow of the Colorado River. Additionally, the dam has caused downstream environmental issues such as reduced sediment flow, altered water temperatures, and impacts on aquatic life.

Essential Vocabulary

Year 6

Push Factor
Pull Factor
Population
Population Density
Climate
Culture
Economy
Peninsula
Plain
Temperate
Maritime

Climate
Global Warming
Greenhouse Effect
Climate Change
Extreme Weather
Sustainability
Mitigation
Development
Carbon Footprint
Greenhouse Gases

Biome
Biodiversity
Indigenous People
Colonies
Economy
Reservoir
Deforestation
Migration
Urbanisation
Agriculture
Agribusiness

Pillars of Learning Progression

Progression in geographical fieldwork experiences

Fieldwork is organised in terms of the range of experiences pupils should have, and the fieldwork techniques they should have opportunities to learn, develop and apply in geography. Most fieldwork experiences take place in the school grounds and local area within easy walking distance of the school. A local area audit has identified the specific opportunities available in our local area.

Fieldwork experiences in the Early Years Foundation Stage (ages 3–5 years)

EYFS pupils have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They become familiar with these places through first-hand sensory exploration, observation and talk. They have opportunities to ask questions and follow their own interests. These early experiences provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults.

Pupils are provided with opportunities to:

- explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects (e.g. leaves, twigs, stones)
- explore the immediate local area through walks and visits to selected sites

During and after their explorations, pupils have opportunities to record what they observe and notice by:

- using small world play or the role play area to represent a visited place
- making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)
- taking digital photos (e.g. of a collection of natural objects, buildings in the locality)
- sequencing photos to recall features seen on a visit or short walk
- drawing a map (e.g. of the outdoor area)
- counting (e.g. cars parked at the start/end of the day)
- expressing their feelings about places they visit, saying which features they like/dislike

Pillars of Learning Progression

Progression in geographical fieldwork experiences

Fieldwork experiences in key stage 1 (ages 5–7 years)

Pupils in key stage 1 have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Where feasible, pupils have opportunities to visit a place that is different from the local area. As with younger pupils, key stage 1 fieldwork involves opportunities for first hand sensory exploration, observation and discussion with peers and adults. Fieldwork investigations in key stage 1 are linked to the knowledge essentials. Fieldwork opportunities are planned to enhance and enrich pupils' knowledge and understanding of places and of physical, human and environmental geography.

Fieldwork Opportunities

Pupils in key stage 1 are provided with opportunities to:

- investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on
- investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)
- observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
- explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features
- visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there
- take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area
- visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it
- investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area

Fieldwork Techniques

Pupils have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:

- using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)
- adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)
- making annotated drawings to show variations (e.g. in a row of houses in a local street)
- drawing a freehand map (e.g. of the school grounds, local street or park)
- relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features
- marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations
- using a simple compass and cardinal compass directions (north, south, west, east)
- taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)
- making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job
- collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) • using a questionnaire (e.g. to find out the most popular options for improving playtimes)
- collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties
- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

Pillars of Learning Progression

Progression in geographical fieldwork experiences

Developing fieldwork experiences in lower key stage 2 (ages 7–9 years)

Pupils in lower key stage 2 continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement. They also undertake structured enquiries that involve the use of specific fieldwork techniques to record data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. In lower key stage 2, pupils have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, key stage 2 fieldwork continues to involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults. Fieldwork investigations in lower key stage 2 link to the Knowledge Essentials. Fieldwork opportunities enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Fieldwork Opportunities

Pupils in lower key stage 2 are provided with opportunities:

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', ' How do we travel to school' and ' Where does the food for school dinners come from?'
- when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)
- when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem
- when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)
- when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices
- when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)
- take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan

Fieldwork Techniques

Pupils have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes (e.g. of a walk to a site in the local area)
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose (e.g. traffic noise)
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)
- designing and conducting interviews (e.g. to investigate which spaces/places local people value)
- using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)
- using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)
- developing a simple method of recording their feelings about a place or site

Pillars of Learning Progression

Progression in geographical fieldwork experiences

Extending fieldwork experiences in upper key stage 2 (ages 9–11 years)

Pupils in upper key stage 2 continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults. Fieldwork investigations in upper key stage 2 link to the Knowledge Essentials. Fieldwork opportunities are planned to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Fieldwork Opportunities

Pupils in upper key stage 2 are provided with opportunities:

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and ' How can we make our school grounds more bee friendly?'
- when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past
- when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed
- when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area
- when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling
- take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan

Fieldwork Techniques

Pupils have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps (e.g. of a site they have visited)
- relating large-scale plans to the fieldwork site, identifying relevant features
- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings (e.g. to create soundscapes)
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)
- designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)
- using standard field sampling techniques appropriately (e.g. taking water samples from a stream)
- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance
- conducting a transect to observe changes in buildings and land use