

## Geography Curriculum

Suggested activities for each unit in blue, page numbers refer to the CQ Geography Companion (available on Sharepoint). The Companion document should be used for medium and short term planning.

	Autumn	Spring	Summer
EYFS	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>
	<p>Understanding the World: ELG: People, Culture and Communities Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; -</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>		
Year 1	<p><b>Mapping the World (pg 34-37)</b></p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>	<p><b>The United Kingdom (pg 38-47)</b> including a study and comparison of the four countries</p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p><b>Continents and oceans (pg 58-59 B, pg 72-83),</b> including an introduction to all continents and oceans and an in depth study of class animal's continent (or Australasia)</p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>

	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p><b>Investigate patterns</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• What is the Earth and how is it represented?</li> <li>• Identify N Pole, S Pole, hemispheres and Equator.</li> <li>• Points of the compass – N, S, E, W.</li> <li>• Compare globe, map, atlas and satellite images (Grantham as focus, 2 sessions)</li> <li>• Grantham landmarks</li> </ul> <p>Vocabulary: Earth, maps, atlases, satellite, satellite image, compass/compass rose, North, South, East, West, globe</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Investigate patterns</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• What is the UK? How does it differ from GB?</li> <li>• Identify the four countries of the UK and locate on a map. Flags of the UK. Seas around the UK.</li> <li>• England, N. Ireland, Scotland, Wales – incl. capital and major cities, borders, urban vs rural, landmarks</li> <li>• Compare and contrast countries of UK</li> </ul> <p>Vocabulary: united, union, monarchy, democratic, government, archipelago, population, emblem,</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and Oceans.</p> <p><b>Investigate patterns</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• Overview of Commonwealth of Australia (key facts), location and surrounding oceans.</li> <li>• Human features – 6 states each have their own capital, location of these (on coast – explore why), landmarks</li> <li>• Physical features including landmarks, Great Barrier Reef, Uluru, Daintree Forest</li> <li>• Native population – Aboriginal people</li> </ul>
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		peak, rural, remote, inhabitants, tourism, Gaelic, causeway	Vocabulary: continent, ocean, species, enclosed, seas, submerged, Commonwealth, democratic, urban, surrounded, lone
Year 2	<p><b>Cities of the United Kingdom (pg 48-57)</b>, including study and comparison of London, Newcastle upon Tyne (or another English city), Edinburgh, Cardiff and Belfast.</p> <p><b>Threshold Concepts Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and Oceans.</p> <p><b>Investigate patterns</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</p>	<p><b>Climate and weather (pg 66-71)</b></p> <p><b>Threshold Concepts Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name and locate the world's continents and Oceans.</p> <p><b>Investigate patterns</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:  <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul> </p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Weather vs climate – what is the difference?</a></li> </ul>	<p><b>Continents and oceans (pg 58-59 A and D, pg 60-66 )</b>, this unit will build on the work done in year 1, with a more in depth study of the continents and oceans.</p> <p><b>Threshold Concepts Investigate places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and Oceans.</p> <p><b>Investigate patterns</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</p>

	<p>areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> <p>Possible activities: Explore the following for each city, including comparing these for the cities.</p> <ul style="list-style-type: none"> <li>• Location and key facts</li> <li>• Physical features including rivers, topography, physical landmarks.</li> <li>• Human features – including landmarks, key historical landmarks.</li> <li>• Population – size, diversity</li> </ul> <p>Vocabulary: capital city, government, business, cultural, population, remnants, significant, ethnic backgrounds, millennium, extinct, industry, tourism, regeneration maiden voyage, iceberg</p>	<ul style="list-style-type: none"> <li>• Recognise weather as a physical process including exploration of seasonal weather patterns.</li> <li>• The use of weather symbols – What is forecasting?</li> <li>• Extreme weather across the world.</li> <li>• Climates around the world – explore patterns (hotter at Equator, colder at the Poles, deserts over 1/3 of the world's surface etc)</li> <li>• Explore the physical features of climate zones (Equatorial (tropical), Polar and desert)</li> </ul> <p>Vocabulary: temperature, climate, weather, polar, equatorial, tropical, extremely, vast, thrive, frequent, represented, symbols, physical process, atmosphere, technique,</p> <p>Weather words: heatwave, drought, flood, blizzard, monsoon, gale/storm, hurricane, tornado</p>	<p>areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.</p> <p><b>Communicate geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• The Earth: physical features – spherical, make up (core, mantle and crust), definition of land and what is under the sea.</li> <li>• Continents – relative sizes, locations relative to each other, hemispheres, equator, poles.</li> <li>• Continents usually have many countries.</li> <li>• Oceans, location including surrounding continents/countries, order by size.</li> <li>• diversity of wildlife</li> <li>• human processes and the effect on ocean life</li> </ul> <p>Vocabulary: continent, ocean, saline, species, enclosed, seas, magma submerged, ports, natural resources, climate change, equator, tourist destination, marine species, inhabitants, atolls,</p>
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<p>Year 3</p>	<p><b>Describing maps of the world (pg 88-91)</b> (recap and continuation of previous work)  <b>Europe (pg 92-95, 98-99)</b> including populations and mountains (lots of cross-over with describing maps)</p> <p><b>Threshold Concepts</b>  <b>Investigate places</b>  Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><b>Investigate patterns</b>  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p><b>Communicate geographically</b></p>	<p><b>Landscapes (pg 100-105)</b>  (weathering, mountains and rivers)</p> <p><b>Threshold Concepts</b>  <b>Investigate places</b>  Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><b>Investigate patterns</b>  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p><b>Communicate geographically</b>  Describe key aspects of:  <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p><b>Climate change (pg 134-135)</b> and the <b>Water Cycle (130-133)</b></p> <p><b>Threshold Concepts</b>  <b>Investigate places</b>  Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><b>Investigate patterns</b>  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p><b>Communicate geographically</b>  Describe key aspects of:  <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  <b>human geography</b>, including: settlements and land use.</p>
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	<p>Describe key aspects of:  <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  <b>human geography</b>, including: settlements and land use.          Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Recap the globe (poles, equator, n and s hemispheres) and teach Tropics of Cancer and Capricorn. Identify the Prime Meridian and lines of latitude and longitude – why do we have them?</li> <li>Use the techniques taught above to explore the location of countries and cities in Europe.</li> <li>Europe – location, borders, countries (overview)</li> <li>Explore populations</li> <li>Explore mountains</li> </ul> <p>Vocabulary: Tropic of Cancer, Tropic of Capricorn, equator, Northern Hemisphere, Southern Hemisphere, Prime meridian, Western Hemisphere, Eastern Hemisphere, landmass, population, city-state, enclave, inhabitants, mountain ranges, peak, boundary, extends, summit</p>	<p><b>human geography</b>, including: settlements and land use.          Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>What is a landscape?</li> <li>Compare a landscape now and 100 years ago. Has it changed? How? (Photos and maps)</li> <li>Weathering – what is weathering? What causes weathering? Define the 2 types of weathering.</li> <li>Rivers – name the features of rivers, follow the path of a river on a map, label the parts of a river.</li> </ul> <p>Vocabulary: constantly, contributing, pollution, landforms, watercourse, tributaries, source, mouth, channel, river bed, reaches, meanders, deltas, estuary, landforms, summits, plate tectonics</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>The water cycle – where does it take place? Illustrate and describe the 5 steps. What is a ‘continuous cycle’?</li> <li>Explore clouds – what are they? How are they formed? What is precipitation? Draw and describe clouds. How can meteorologists use clouds to predict the weather?</li> <li>Climate change – recap weather vs climate. What is climate change?</li> <li>What are the main causes of climate change?</li> <li>What are the effects of climate change on animals and humans?</li> <li>How can human manage and limit climate change?</li> </ul> <p>Vocabulary: climate, weather, adapt, carbon dioxide, methane, excretion, deforestation, evaporation, condensation, run-off, percolation, precipitation, cumulonimbus, stratus, cumulus, cirrus</p>
Year 4	<p><b>Erosion and deposition (pg 106-111)</b> (rivers, coasts and the management of)</p> <p><b>Threshold Concepts</b></p>	<p><b>Transportation (112-117)</b> (cities, natural resources and tourism) and <b>International Trade (118-123)</b> (cities, national and international)</p>	<p><b>Earthquakes and volcanoes (124-129)</b> (plate tectonics, the Pacific Ring of Fire, impact)</p> <p><b>Threshold Concepts</b></p>



	<p><b>Investigate places</b> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><b>Investigate patterns</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.</p> <p><b>Communicate geographically</b> Describe key aspects of: <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <b>human geography</b>, including: settlements and land use. 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	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>What are erosion, transportation and deposition?</li> <li>What are the three stages of a river (youthful, middle-aged, mature)? Describe and identify these including meanders and ox-bow lakes.</li> <li>What is a coast? Draw and label the main physical features of a coast. How are these formed? (e.g. stacks and arches)</li> <li>What causes erosion at a coast? What can we do to slow this down? sea walls, groynes, rock armour (incl. advantages and disadvantages)</li> </ul> <p>Vocabulary: erosion, transportation, deposition, youthful, middle-aged, mature, meanders, ox-bow lakes, delta, tourist destinations, natural physical processes, artificial structures, advantages, disadvantages, prevent, promenade, boulders, maintain</p>	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>Define transport (transportation) – What is it? Why do people need it? What form does it take in cities/towns/rural areas? Compare these and suggest why differences occur.</li> <li>Explore the advantages and disadvantages of different modes of transport within cities. How are people trying to reduce congestion? Why?</li> <li>Why do people travel around the UK? Discuss why and how. Look at maps to identify travel routes and types.</li> <li>Why do we need international travel routes? Explore and discuss reasons and implications. Explore international trade.</li> </ul> <p>Vocabulary: congestion, pollution, vulnerable, networks, frequently, bridleway, conflict, international, destination, cargo, import/ed/ing, export/ed/ing, resources, international, cultural, tourism, intangibility</p>	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>Introduce tectonic plates – What are they? Where are they?</li> <li>Recap structure of the Earth. Look at the main plate boundaries. How do the fault lines move? What is the effect of the movement? (Earthquakes, volcanoes, mountain ranges etc)</li> <li>What is the Pacific Ring of Fire? Identify and show it on a map. Describe its location in terms hemispheres, equator, longitude and latitude lines.</li> <li>Explore how the Pacific Ring of Fire was formed.</li> <li>Volcanoes- Locate areas of high volcanic activity. Explore the impact of natural disasters caused by earthquakes and volcanoes – 2004 earthquake which led to 30m tsunami / 1906 San Francisco earthquake etc.</li> </ul> <p>Vocabulary: earthquakes, volcanoes, erupt, volcano, dormant, collision, magnitude, meteoric, intensity, tsunami</p>
Year 5	<p><b>Using maps (pg 140-145)</b> (features, four and six figure grid references)</p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location.</p>	<p><b>Ocean currents (pg 146-147)</b></p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<ul style="list-style-type: none"> <li><b>South America (pg 172-179)</b> – (population, <b>rivers</b>, mountains. Also including the importance of trade and the impact it has on the environment, both locally and globally)</li> </ul> <p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>



	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p><b>Investigate patterns</b> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>Communicate geographically</b> Describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 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	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>Identify and label the key features of maps (title, compass rose, key, lines of latitude and longitude, scale) and explain their purpose.</li> <li>Four figure grid references – to understand and use a four figure grid reference. Explain why they are necessary and how to find a location using the grid reference. (Locate and find the grid references for local landmarks / create own map using four figure grid references)</li> <li>Six figure grid references – to understand and use a six figure grid reference. Explore how these are 'better' than the four figure. Why do we need these?</li> <li>Use 6 figure grid references on a rural and an urban map.</li> </ul> <p>Vocabulary: compass rose, lines of latitude / longitude, key, map scale, four-figure grid reference, eastings, northings, six-figure grid references</p>	<p>Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>What is an ocean current? What creates an ocean current?</li> <li>What are gyres? Look at the rotation of gyres in the N and S hemispheres.</li> <li>Identify and map the main ocean currents of the world.</li> <li>Find out about the effect the ocean currents have on world weather patterns. What is the Gulf Stream and how does it affect UK weather?</li> <li>Investigate the Great Pacific Garbage Patch. What is it? Why is it there/ What causes it? Plastic pollution: what can we do about it?</li> </ul> <p>Vocabulary: continuous, gyres, pollution, garbage,</p>	<p>distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>Geographical location, organise information about the location, referencing other continents, hemispheres, latitude, Equator, Tropic of Capricorn etc.</li> <li>Explore the geographical diversity of S America.</li> <li>Investigate the link between colonization and the diversity of languages spoken in S America.</li> <li>Explore the population of S America – identify areas of dense vs sparse population, making generalisations. Compare and contrast population information for Santiago and Isla Negra in Chile (for example).</li> <li>Investigate the main rivers of S America. What is a river basin? What are its features?</li> </ul> <p>Vocabulary: landmass, sparsely, landlocked, Indigenous, colony, river basin, tributary, discharging</p>
Year 6	<b>The 7 Biomes and their climate zones (pg 148-159)</b>	<b>North America (pg 161-171)</b> (including population, mountains)	<b>World Tourism</b>

	<p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 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Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>Communicate geographically</b></p>	<p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 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Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>Communicate geographically</b></p>	<p>(including the economic and environmental impact of tourism)</p> <p><b>Threshold Concepts</b> <b>Investigate places</b> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 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	<p>Describe and understand key aspects of:  <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.          Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• What is a biome? - identify biomes across the world.</li> <li>• Compare two biomes.</li> <li>• Look at animals that live in different biomes, and think about why they would be suitable for that environment.</li> <li>• What is a climate zone? Identify them across the world using maps, graphs, information, etc.</li> <li>• What is climate change? Why is it occurring?</li> <li>• What can be done to prevent climate change?</li> </ul> <p>Vocabulary: biome, categorise, inhabit, terrestrial, aquatic, climate, temperate, deciduous, shrubs, timber, emissions, permafrost, ecosystems, hibernate, migrate, clusters, expanses, precipitation, fertile, ecosystem, arid, evaporates, inhabited/uninhabited, sporadic, desertification, abundant</p>	<p>Describe and understand key aspects of:  <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.          Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• N America – geographical location, including latitude, longitude references, its location relative to Europe etc.</li> <li>• Climate zones of N America – comparing the climate zones (making reference to high and low latitude)</li> <li>• Population – how has the population changed over time (particularly 1500s – 1600s)? Key events that changed the diversity of the N American population.</li> <li>• Patterns of N American population density. Why are some areas densely populated and others not? Create maps to show areas of high and low density populations.</li> <li>• Mountains – identify main mountains (refer to tectonic plate boundaries as taught in yr4). Introduce topographical maps. Compare to political maps.</li> <li>• Identify the main mountain ranges of N America. Compare and contrast the</li> </ul>	<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>Communicate geographically</b>          Describe and understand key aspects of:  <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.  <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.          Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>• Define tourism and international tourism</li> <li>• Investigate the environmental impact of world tourism (carbon footprint, new resorts, erosion of physical features, destruction of habitats).</li> <li>• Investigate the economic impact of tourism (businesses, seasonal income, jobs etc).</li> <li>• Debate the pros and cons of a new resort being built on a tropical island – environmental and economic factors.</li> </ul> <p>Vocabulary: locate, environment, characteristic, human features, physical features, seasonal, time zone, topographical, land use, climate, economic, tourism</p>
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		<p>physical features of these to the Great Plains</p> <p>Vocabulary: latitude, lowlands, agricultural, predominant, colonised, populous, metropolitan, indigenous, irrigation, confluence, pesticides, topographic, subduction, seismic</p>	
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*Please note the additional vocabulary on pages 181 – 187 of the Geography Companion.*