

## Geographical Themes and Domains

KS1	Theme	Geographical Domains			
Interleaving		<b>GEOGRAPHICAL KNOWLEDGE</b> The UK and local area The world and continents	<b>GEOGRAPHICAL SKILLS AND ENQUIRY</b> Map and atlas work Fieldwork and investigation	<b>GEOGRAPHICAL CONCEPTS</b> Physical themes Human themes Understanding places and connections	<b>Links to other knowledge and ideas</b>
	<i>Themes and topics should be selected to inspire in pupils a curiosity and fascination about the world and its people and equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, the interaction between physical and human processes, the formation and use of landscapes and environments and change over time. The selection of topics should take account of pupils widening perspective starting from the</i>	Pupils: Should use basic geographical vocabulary to refer to key physical and human features, Should develop knowledge about the world, the United Kingdom and their locality. Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 seasonal and daily weather patterns in the United Kingdom Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Pupils: Should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Should devise a simple map and use and construct basic symbols in a key Should 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. Should understand basic subject-specific vocabulary relating to human and physical geography	Explain the formation landscapes and environments. Explain the location and characteristics of key terrestrial and marine features and places Understand the interaction between physical and human processes Describe and explain key aspects of physical geography, including: <ul style="list-style-type: none"> <li>• rivers, oceans</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle</li> <li>• weather</li> <li>• climate</li> </ul> Describe and explain key aspects of human geography including: <ul style="list-style-type: none"> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• settlement</li> </ul> Describe geographical similarities and differences and change	Links to history for example how climate or geographical features affected particular civilisations, the impact of natural disasters and travel  Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life  Using geography to develop and apply research skills and report writing

	<i>familiar to the distant.</i>				
<b>Interpretation</b>					
		<i>Geographical knowledge is the acquisition of facts and information about the physical and human geography of the world Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life, and visits and first-hand information for local studies</i>	<i>Geographical skills need to be developed so that pupils can increasing find out for themselves They will need to learn the key skills of map reading and use ever more varied and complex maps to explore different parts of the world They should also be able to develop the skills of drawing maps and charts to illustrate geographical information</i>	<i>Geographical understanding is demonstrated through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms  They should be able to compare and contrast different regions and countries and form their own views on important issues</i>	
<b>Units of work</b>					
Two whole year themes for Y1 this is weather looking at weather patterns across the year and doing field work and simple measurements for Year 2 it I looking at climate and changing climate across the world for example looking at hurricanes and droughts					
<b>Unit 1x Years 1&amp;2</b>  <b>Linked to Geography units: 1a, 2a, 3a, 4a,</b>	The seasons and climate – across KS1  Key Geographical Knowledge <i>The difference between climate and weather and how it impacts on human behaviour</i>  Key Geographical Enquiry <i>How does weather change between</i>	Should use basic geographical vocabulary to refer to key seasonal, weather and climate features Identify seasonal and daily weather patterns in the United Kingdom Should develop knowledge about the weather in their locality. Understand geographical similarities and differences between the seasons Understand geographical similarities and differences in the weather between the different parts of the UK	Should use world maps, atlases and globes to identify the location of the United Kingdom and their local area Should use simple compass directions (NSEW) and locational and directional language to describe the weather including wind direction Should use simple fieldwork and observational skills to study the weather in their area across the course of a year Should understand basic subject-specific vocabulary relating to weather and climate	Describe geographical similarities and differences and changes in the weather in different seasons and in different parts of the UK  Create a simple weather map to show the typical weather at different times of the year  Produce a season calendar where the illustrations depict typical weather and key features of the UK that are affected by the weather  Debate would the UK be better if it was hotter (or a similar issue) considering the benefits and	Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life Tree: Seasons come and seasons go – Patricia Hegarty A Year in Nature- Hazel Maskell Wild weather – Kingfisher Percy the Park Keeper books with seasonal themes

	<i>seasons – fieldwork using weather equipment</i>		Use basic weather data to investigate similarities and differences	disadvantages based on what they have learnt ( <i>best to decide this based on recent weather events so currently flooding might be a better issue but in a hot summer or a cold winter it could be different</i> )	PSHE how weather makes us feel (SAD) Sun protection Science – the seasons Waterproof materials Using geography to develop and apply research skills and report writing
	<a href="#">What are the seasons? - BBC Bitesize</a> <a href="#">Geography KS1/KS2: The seasons - BBC Teach</a> <a href="#">Science KS1 / KS2: The changing seasons - BBC Teach</a>				
<b>1a</b> <b>Linked to Geography units:</b> <b>1x, 2c, 3c, 5a, 6b</b>	<b>The world, hot and cold places</b> Key Geographical Knowledge <i>Key climate zones and biomes</i>  Key Geographical Enquiry <i>Comparisons of photographs</i> <i>Using a globe</i>	Should use basic geographical vocabulary to refer to key physical features of the world including the equator, north and south poles and the main climate regions Should develop knowledge about the hot and cold regions of the world their physical features and the lives of the people (and animals) that live there Understand geographical similarities and differences through studying the human and physical geography of hot and cold regions of the world by focusing on two locations – Living in Iceland and Living in Arizona or equivalent locations	Should use world maps, atlases and globes to identify the equator North and South Poles and the countries in hottest and coldest parts of the world Should use simple compass directions (NSEW) and locational and directional language to describe the location of features on a map Should use aerial photographs and digital media to recognise landmarks and basic human and physical features in hot and cold regions Should devise a simple map and use and construct basic symbols in a key Should understand basic subject-specific vocabulary relating to human and physical geography of hot and cold regions of the world	Explain the formation landscapes and environments in hot and cold regions with a focus on the impact of extreme heat and extreme cold Explain the location and characteristics of the flora and fauna in hot and cold places Understand the interaction between physical and human processes by explaining how people live in hot and cold climates Describe and explain key aspects of physical geography, including ice sheets, glaciers, icebergs, tundra deserts wells, oasis, sand dunes, wind,	Links to history for example great explorers in hot and cold places – Shackleton and Scott Alexander Gordon Laing Links to the Egyptians  Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life  This Place is Cold Vicki Cobb This place is Dry Vicki Bond Using geography to develop and apply research skills and report writing

<a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zig46v4">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zig46v4</a> <a href="https://climatekids.nasa.gov/polar-temperatures/">https://climatekids.nasa.gov/polar-temperatures/</a> <a href="https://www.scienceforkidsclub.com/polar-climates.html">https://www.scienceforkidsclub.com/polar-climates.html</a> <a href="#">Desert habitats   TheSchoolRun</a> <a href="#">Microsoft Word - KS1 Lesson 1.docx (build-africa.org)</a> <a href="#">KS1 Where Do You Live? Homes in other Countries KS2 (ks1resources.co.uk)</a> <a href="#">KS1 Where Do You Live? Homes in other Countries KS2 (ks1resources.co.uk)</a>					
<b>Unit 1b</b>  <b>Y1 Spring</b>  <b>Linked to Geography units:</b> <b>1c, 2a, 3a, 5c</b>	Our neighbourhood compared with a contrasting area in the UK for example a seaside resort or a tiny village Key Geographical Knowledge <i>How development and population characterise an area</i> Key Geographical Enquiry <i>Photographs and visual descriptions of contrasting areas</i> <i>And/or</i> <i>Map a route in your area using a compass</i>	Should use basic geographical vocabulary to refer to key physical and human features of the area around their school Should develop knowledge about where they live in the United Kingdom Name, locate and identify characteristics of their locality and a contrasting locality identifying human and physical geographical similarities and differences	Should use maps and atlases to identify their locality and a contrasting locality in the United Kingdom and recognise some physical and human features Should use simple compass directions (NSEW) and locational and directional language to describe the location of the two localities studied Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the two localities studied Should devise simple maps of the two localities and use and construct basic symbols in a key Should use simple fieldwork and observational skills to study the geography of their locality and the key human and physical features of its surrounding environment. Should understand basic subject-specific vocabulary relating to human and physical geography	Describe geographical similarities and differences between the two localities  Explain how the geographical features in the two localities may determine how people live (i.e. town and country or coastal and inland)  Research and describe the advantages and disadvantages of living in the two localities	Links to history of their own locality and the contrasting area studied to understand how the physical geography may have influenced the way are settlement developed  PSHE – what is it like to live in our locality in terms of health and leisure  Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life  Using geography to develop and apply research skills and report writing
<a href="#">A visit to Poole Harbour - KS1 Geography - BBC Bitesize</a> <a href="#">Geography KS1: Jobs and tourism in a seaside town - BBC Teach</a>					

<p><b>Unit 1c</b></p> <p><b>Y1 Summer</b></p> <p><b>Linked to Geography units: 2b, 3a, 3b, 5a, 5c</b></p>	<p>Transport and travel – our town as a transport hub - road rail and air</p> <p>Key Geographical Knowledge <i>The key transport present in the local area and why it is important</i></p> <p>Key Geographical Enquiry <i>Questionnaire on how people get to school / work to discover the most important for different age groups</i> <i>Presenting data on graphs</i></p>	<p>Pupils: Should use basic geographical vocabulary to refer to key transport links including road, motorway rail, station, airport, runway, travel, speed, distance, MPH Should learn about the transport links in their locality including the main routes into their area and the major towns and cities connected to them including Crossrail Should learn about why good transport links are important to a town for people and businesses including travel to work and movement of goods Should learn about the issues of building new roads, railways and runways Should learn about pollution from transport and why it is healthier to walk to school</p>	<p>Pupils: Should use maps and atlases to identify the main road and rail routes into Slough and the location of Heathrow airport Should use the scale of maps to work out distances between places Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map Should use aerial photographs and plan perspectives to recognise transport features Should devise a simple map and use and construct basic symbols in a key to show the main routes into Slough Should use simple fieldwork and observational skills to evaluate how people coming to their school impact on the surrounding environment. Should understand basic subject-specific vocabulary relating to the impact of transport including pollution and safety</p>	<p>Pupils: Summarise the key transport routes into Slough and explain why they are important to the people that live here and local industries</p> <p>Explain why new routes are important to enable people and goods to get from place to place quickly and easily</p> <p>Explain why some people protest against new roads, railways or runways and give a balanced argument for and against a new runway at Heathrow from the perspective of a Slough resident</p> <p>Explain how pollution affects people and the environment to inform a campaign to encourage more people to walk to school</p>	<p>Links to history of transport and when the railway came to Slough</p> <p>Links to literature understanding the setting of a story based on journeys and using geographical knowledge to bring own writing to life</p> <p>Poetry – WH Auden Night Mail John Burningham – Hey! Get off our train / Mr Gumpy’s Motor Car</p> <p>Using geography to develop and apply research skills and report writing</p>
<p><a href="#">Geography KS1: Transport, travel and landmarks of London - BBC Teach</a> <a href="#">Book Lists for Topics - Transport and Journeys (booksfortopics.com)</a></p>					
<p><b>Unit 2a</b></p> <p><b>Y2 Spring</b></p>	<p><b>Local area compared</b> with a relevant and specific location in</p>	<p>Should use basic geographical vocabulary to refer to key physical and human features of their town – and a Kenyan village</p>	<p>Should use world maps, atlases and globes to locate their town and the contrasting location</p>	<p>Explain the location and characteristics of key terrestrial features of the two locations</p>	<p>Links to history for example how climate or geographical features affected particular</p>

<p><b>Linked to Geography units: 1a, 1b, 2c, 6a</b></p>	<p>a non-European country where there are significant contrasts in terms of poverty and living conditions (A Kenyan Village)</p> <p>Key Geographical Knowledge <i>How development varies around the world</i></p> <p>Key Geographical Enquiry <i>Oral testimony - interview someone from the country chosen to create a comparison with their own location</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of their town and of a Kenyan village</p>	<p>Should use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map</p> <p>Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the two locations</p> <p>Should devise a simple map of their town and the contrasting location and use and construct basic symbols in a key</p> <p>Should understand basic subject-specific vocabulary relating to human and physical geography of the two locations</p> <p>Should construct questions to interview someone who has lived in the contrasting location to understand how it compares with their town</p> <p>Should use data to gain basic facts about the two locations to understand similarities and differences</p>	<p>Understand the interaction between physical and human processes to compare the two locations and how these effect children living in the two locations</p> <p>Use research to write two accounts – the day in the life of a child from their town and the day in the life of a child in their contrasting location</p>	<p>civilisations, the impact of natural disasters and travel</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life</p> <p>Using geography to develop and apply research skills and report writing</p>
<p><a href="#">Microsoft Word - KS1 Lesson 1.docx (build-africa.org)</a>  <a href="#">geography-ks1.pdf (farmafrica.org)</a>  <a href="#">Kenya (nationalgeographic.com)</a>  <a href="#">Go Jettlers - Continent of Africa - BBC Teach</a>  <a href="#">A day in the life of a child in urban Kenya - KS1 Geography - BBC Bitesize</a></p>					
<p><b>Unit2b</b> <b>Y2 Spring</b></p>	<p>The British Isles - countries, capitals and location in the world</p>	<p>Should use basic geographical vocabulary to refer to key physical and human features of the British Isles</p>	<p>Should use maps and atlases to identify the four countries of United Kingdom and the seas around it</p> <p>Should use simple compass directions (NSEW) and locational</p>	<p>Compare and contrast the physical features of the four countries of the UK including size, mountains, major rivers and estuaries</p>	<p>Links to history when did the four countries of the UK become one country</p>

<p><b>Linked to Geography units: 3a, 4b, 5c</b></p>	<p>Key Geographical Knowledge <i>Countries in the British Isles v the UK</i></p> <p>Key Geographical Enquiry <i>OS map skills</i> <i>Draw and label their own map of the British Isles to show the understand the location and shape</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of the four countries of the United Kingdom</p>	<p>and directional language to describe the location of features of the four countries of the UK on a map Should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Should use data on the four countries of the UK to enable them to identify similarities and differences Should devise a simple map of the UK and use and construct basic symbols in a key Should understand basic subject-specific vocabulary relating to human and physical geography of the UK</p>	<p>Compare and contrast the human features of the four countries of the UK including population capital cities, ports, major cities, industry</p> <p>Explain how the location and physical geography of the four countries of the UK determine where people live and the main industries</p>	<p>Links to literature – stories from the four countries for example: An illustrated treasury of Scottish Folk and Fairy tales Welsh tales for children The O’Brien Book of Irish Fairy Tales</p> <p>PSHE/ Citizenship what it means to be British</p> <p>Using geography to develop and apply research skills and report writing</p>
<p><a href="#">Go Jettors - UK places and landmarks - BBC Teach</a> <a href="#">Studying English: the British Isles - YouTube</a> <a href="#">Go Jettors - UK places and landmarks - BBC Teach</a></p>					
<p><b>2c</b> <b>Year 2 Summer</b> <b>Linked to Geography units: 1a, 2c, 4c, 5a, 6a, 6b</b></p>	<p><b>The world – oceans and continents</b> Key Geographical Knowledge <i>Locational knowledge and understanding the difference between continents and countries, oceans and seas</i></p> <p>Key Geographical Enquiry</p>	<p>Should use basic geographical vocabulary to refer to key physical features of the world including the world’s seven continents and five oceans Name and locate the world’s seven continents and five oceans Understand geographical similarities and differences through studying the physical geography of <b>the oceans and continents</b> Identify climate zones and major habitats of the 7 continents Identify the location of hot and cold oceans Linked to the previous</p>	<p>Pupils: Should use world maps, atlases and globes to identify the continents and oceans studied Should use simple compass directions (NSEW) and locational and directional language to describe the location of features on a map Should use aerial photograph, digital media and plan perspectives to recognise some of the significant physical features of the seven continents including rivers and mountain ranges</p>	<p>Explain the formation of the continents (simple ideas around movement of plates to be picked up in KS2) Explain the location and characteristics of key terrestrial features of the continents and the marine features of the oceans Describe and explain key aspects of physical geography, including:</p> <ul style="list-style-type: none"> <li>• rivers, oceans</li> <li>• mountains,</li> <li>• climate</li> </ul> <p>Describe geographical similarities and differences and change</p>	<p>Links to history – where were the ancient civilisations located Exploration</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life</p> <p>Using geography to develop and apply</p>

	<i>Drawing the boundaries of the major seas, oceans and continents on a map to make comparisons of size</i>	unit of work and how this effects the creatures that live there	Should devise a simple map and use and construct basic symbols in a key Should understand basic subject-specific vocabulary relating to the physical geography of the continents and oceans	Use research to create a fact poster for each continents or ocean (group task)	research skills and report writing
	<a href="https://www.tes.com/teaching-resource/download/11288859/bundle">Exploring locations - the seven continents - Years 1/2 - P2/3 - Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize</a> <a href="https://www.tes.com/teaching-resource/download/11193069/bundle">https://www.tes.com/teaching-resource/download/11193069/bundle</a> <a href="https://www.tes.com/teaching-resource/download/11493770/bundle">https://www.tes.com/teaching-resource/download/11493770/bundle</a>				
<b>KS2</b>	<b>Geographical Domains</b>				
	<b>Theme</b>	<b>GEOGRAPHICAL KNOWLEDGE</b> The UK and local area The world and continents	<b>GEOGRAPHICAL SKILLS AND ENQUIRY</b> Map and atlas work Fieldwork and investigation	<b>GEOGRAPHICAL CONCEPTS</b> Physical themes Human themes Understanding places and connections	Links to other knowledge and ideas
	Themes and topics should be selected to inspire in pupils a curiosity and fascination about the world and its people and equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, the interaction between physical and human	<b>Identify the geographical regions and key topographical features and land-use patterns of the United Kingdom and understand how some of these have changed over time.</b> <b>Locate the world's countries, using maps to focus on Europe and North and South America, noting environmental regions, key physical and human characteristics, countries and major cities.</b> <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</b>	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-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 a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding Use fieldwork to observe, measure, record and present the physical features in the local area.	Describe and explain key aspects of physical geography, including: <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle</li> </ul> Describe and explain key aspects of human geography including: <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul>	Links to history for example how climate or geographical features affected particular civilisations, the impact of natural disasters and travel Links to science and impact of pollution on eco systems and food chains Links to PSHE about care for the planet Links to RE – Gods creation Pagan beliefs  Links to literature understanding the



	<p>processes, the formation and use of landscapes and environments and change over time. The selection of topics should take account of pupils widening perspective starting from the familiar to the distant.</p>	<p><b>of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.</b>  <b>Understand human settlement, use of land, industry and communication of the landscape</b>  <b>The impact of trade and political control on developing countries</b>  <b>The environmental impact of human activity</b>  <b>Geographical knowledge is the acquisition of facts and information about the physical and human geography of the world</b>  <b>It should promote wherever possible independent research and investigation</b>  <b>Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life, and visits and first hand information for local studies</b></p>	<p>Ask geographically valid questions about physical geography and human activity  Use research and enquiry to find out about human activity and its impact on the world  Geographical skills need to be developed so that pupils can increasingly find out for themselves  They will need to learn the key skills of map reading and use ever more varied and complex maps to explore different parts of the world  They should also be able to develop the skills of drawing maps and charts to illustrate geographical information  They should be able to articulate their views and ideas both orally and in written forms</p>	<p>Describe and explain geographical similarities and differences and change through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.  Identify and explain the interaction between physical and human Processes  Geographical understanding is demonstrated through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms  They should be able to compare and contrast different regions and countries and form their own views on important issues</p>	<p>setting of a story based on geographical features and using geographical knowledge to bring own writing to life  Using geography to develop and apply research skills and report writing</p>
<b>Units of Work</b>					
<p>Unit 3a  <b>Y3 Autumn</b>    <b>Linked to Geography units: 1b, 2b, 5c</b></p>	<p><b>The topography of Great Britain –</b>  Erosion - coasts, mountains and valleys, biomes    Key Geographical Knowledge  <i>The physical features of the British Isles</i></p>	<p>Name and locate geographical countries and regions of the United Kingdom and recognise their identifying physical characteristics.  Locate the UK on a world map and identify the position and significance of latitude, longitude, Northern Hemisphere</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate the UK and describe the key geographical features  Use symbols and keys from Ordnance Survey maps to build knowledge of the United Kingdom.  Use a range of methods including sketch maps, plans and graphs, and digital media to illustrate work</p>	<p>Locate and describe aspects of physical geography of the UK including the main rivers, hills mountains and coastlines.  Classify the key regions of the UK including their, biomes and vegetation belts.  Explain the geographical similarities and differences through the study of</p>	<p>Where people settled in the prehistoric period – how the landscape and climate impacted on early man    Link to Summer term climate and weather in the UK  Link to maths - scale</p>

	Key Geographical Enquiry <i>Sketch maps showing physical features and using a key to identify</i>	the Prime/Greenwich Meridian and time zones (including day and night).	Use fieldwork to observe, measure, record and present the physical features in the local area. Use fieldwork to observe, measure, record and present the physical features in the local area.	physical geography of two contrasting regions of the United Kingdom. (possibly South East England and the Lake District) Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Use same two contrasting regions of the UK– physical geography Autumn term climate and weather in Summer term
	<a href="https://www.tes.com/teaching-resource/biomes-lesson-6453871">https://www.tes.com/teaching-resource/biomes-lesson-6453871</a> <a href="https://en.wikipedia.org/wiki/Geography_of_the_United_Kingdom">https://en.wikipedia.org/wiki/Geography_of_the_United_Kingdom</a>				
Unit 3b Y3 Spring  Linked to Geography units: 1c, 4b, 5a, 5c, 6a, 6b, 6c	<b>Rivers and the water cycle</b> physical features, change over time and their importance for human endeavour comparing the Nile and the Thames and how the river is used for jobs, development and tourism Key Geographical Knowledge <i>The physical features of rivers and how humans use them</i> Key Geographical Enquiry	Name and locate the major rivers of the world including the Nile and the River Thames recognising their identifying physical characteristics.  Understand key aspects of the physical geography of rivers and the water cycle including how rivers are formed and change along their course  Understand the importance of rivers for humans both now and in the past	Use maps, atlases, globes and digital/computer mapping to locate the world’s major rivers and describe their size and key features Use a range of methods including sketch maps, plans and graphs, and digital technologies to show how rivers change along their course and how they change the landscape over time Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the location and features of the River Nile and the River Thames.	Explain how rivers are formed and flow to the sea and how they shape the landscape  Explain how rivers determine settlement and land use.  Explain the geographical similarities and differences between the River Thames and the River Nile  Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Link to weather and climate and science – water cycle  Link to science - erosion  Link to history - The River Nile and Ancient Egypt  Link to history – Athens and London  Link to climate change Flooding and flood relief – flood relief scheme on the River Thames at Dorney

	<i>OS Maps to locate rivers in the British Isles and World maps to locate major rivers including the Nile</i>				
	<a href="https://en.wikipedia.org/wiki/River">https://en.wikipedia.org/wiki/River</a> <a href="http://primaryhomeworkhelp.co.uk/rivers/nile.htm">http://primaryhomeworkhelp.co.uk/rivers/nile.htm</a> <a href="http://primaryfacts.com/249/river-thames-facts-and-information/">http://primaryfacts.com/249/river-thames-facts-and-information/</a> <a href="http://www.bbc.co.uk/london/content/articles/2009/03/17/river_thames_facts_feature.shtm">www.bbc.co.uk/london/content/articles/2009/03/17/river_thames_facts_feature.shtm</a>				
Unit 3c  Y3 Summer  <b>Linked to Geography units: 1x, 1a, 2a, 2b, 3b, 4a, 4b, 5a, 5c, 6a, 6b</b>	<b>Climate and weather</b> linked to climate change and global warming  Key Geographical Knowledge <i>Our changing climate and extreme weather in the UK</i>  Key Geographical Enquiry <i>Questionnaire – how we feel in different types of weather</i> <i>Snow days over the last 20 years – have the increased or decreased</i>	Identify the geographical regions of the world and understand the main features of the climate, biomes, Locate the world's countries, using maps to understand their position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night. Understand the significance of different climate zones on people and the environment Understand what we mean by climate change and how climate change impacts on people and the environment	Use maps, atlases, globes and digital/computer mapping to locate climate zones and describe the features of different climate zones Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge of the wider world. Use a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding of the climate zones of the world Ask geographically valid questions about climate and how it impacts on and human activity and the environment Use research and enquiry to find out about changes to the climate zones of the world Articulate their views and ideas both orally and in written forms	Describe and explain key aspects of climate, including: <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• biodiversity</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• the water cycle</li> <li>• global warming</li> </ul> Describe and explain climate impacts on of human activity and the environment. Describe and explain geographical similarities and differences between two contrasting climate zones i.e. Brazilian Rain Forest and the UK and how these would be affected by climate Demonstrate understanding through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Links to history and RE for example how climate may lead people to leave their country – Jews to Egypt Links to science and impact of pollution on eco systems and food chains Links to PSHE about care for the planet  Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life
	<a href="https://climatekids.nasa.gov/menu/weather-and-climate/">https://climatekids.nasa.gov/menu/weather-and-climate/</a> <a href="https://www.climatetypesforkids.com/">https://www.climatetypesforkids.com/</a>				

<p><b>Y4a</b> <b>Autumn</b> <b>Linked to Geography</b> <b>units:</b> <b>1x, 2b, 3a, 4b,</b> <b>5a, 5c</b></p>	<p><b>Agriculture – comparison of agriculture in the UK with Italy</b></p> <p>Key Geographical Knowledge <i>The value of agriculture in developing contrasting regions</i></p> <p>Key Geographical Enquiry <i>Use graphs to show key crops grown in contrasting areas</i></p>	<p>Identify the key physical geographical features of Europe including climate, biomes, vegetation belts, mountains, main rivers and volcanoes</p> <p>Identify the similarities and differences between the physical geography of Italy and the UK and how this effects agriculture</p> <p>Identify the main agricultural crops grown in the UK and in Italy and identify the conditions needed to grow them</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate the countries of Europe and describe features which effect land use</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies to illustrate key information about agriculture in Italy and the UK</p>	<p>Explain how key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains effect land use</p> <p>Explain the geographical similarities and differences between the UK and Italy</p> <p>Explain how the geographical similarities and differences between the UK and Italy effect land use and diet</p> <p>Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p>	<p>Link to history – Why the Romans came to Britain</p> <p>Link to geography – weather and climate Science – what plants need to grow</p> <p>Link to food technology – Mediterranean v English cooking</p> <p>Food miles – how much of our food is grown in Britain</p>
<p><a href="https://en.wikipedia.org/wiki/Agriculture_in_the_United_Kingdom">https://en.wikipedia.org/wiki/Agriculture_in_the_United_Kingdom</a>  <a href="https://www.britannica.com/place/Italy/Agriculture-forestry-and-fishing#ref26991">https://www.britannica.com/place/Italy/Agriculture-forestry-and-fishing#ref26991</a>  <a href="https://en.wikipedia.org/wiki/Italy#Agriculture">https://en.wikipedia.org/wiki/Italy#Agriculture</a>  <a href="https://en.wikipedia.org/wiki/Italy#Climate">https://en.wikipedia.org/wiki/Italy#Climate</a>  <a href="https://www.lifeinitaly.com/food/italian-regional-food-the-south">https://www.lifeinitaly.com/food/italian-regional-food-the-south</a>  <a href="http://projectbritain.com">Farming in Britain (projectbritain.com)</a></p>					
<p><b>4b</b> <b>Spring</b> <b>Linked to Geography</b> <b>units:</b> <b>2c, 3b, 3c, 4a,6a,</b> <b>6c</b></p>	<p><b>Focus on Europe Countries, capitals, topography and politics Including demographics and migration</b></p>	<p>Locate the continent of Europe on a world map and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>Identify the seas and oceans around Europe</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate the continent of Europe and the countries within it and describe the key physical features</p> <p>Use symbols and key to build knowledge of Europe including land use and settlement</p> <p>Use a range of methods including sketch maps, plans and graphs, and</p>	<p>Summarise key aspects of the physical geography of Europe including climate zones, biomes, vegetation belts, earthquakes and volcanoes, rivers, lakes mountains, seas and oceans and give some reasons why this has affected the land use and location of cities</p> <p>Explain the geographical similarities and differences through the study of</p>	<p>Link to history - spread of Anglo-Saxons and subsequent trends in migration</p> <p>Link to geography – Continents, Weather, Cities</p>

	<p>Key Geographical Knowledge <i>Awareness of key locations in Europe and how population is distributed</i></p> <p>Key Geographical Enquiry <i>In depth study of one country to create a profile</i></p>	<p>Identify the main physical features including mountains, lakes, rivers volcanoes and earthquake zones Identify the countries of Europe including those within the European Union and those that are not. Identify the density of population of different countries in Europe and evaluate where and why most people live identify the difference between immigration and emigration and how this has changed over time</p>	<p>digital technologies to describe key features of life in Europe Ask geographically valid questions to research and profile the physical and human characteristics of a country in Europe today</p>	<p>human and physical geography of a country in Europe</p> <p>Map the population of Europe and explain why some areas are densely populated and others are not</p> <p>Define immigration and emigration and explain how and why people have always moved between countries Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p>	<p>Link to current affairs - migration from the Middle East and Africa</p> <p>Link to literature - The Lightless Sky: An Afghan Refugee Boy's Journey of Escape to A New Life in Britain by <a href="#">Gulwali Passarlay</a>, <a href="#">Nadene Ghouri</a></p> <p><b>Wisp: A Story of Hope</b> <a href="#">Zana Fraillon</a> (Author), <a href="#">Grahame Baker Smith</a></p>
	<p><a href="https://en.wikipedia.org/wiki/Europe">https://en.wikipedia.org/wiki/Europe</a> <a href="https://www.primaryworks.co.uk/product/europe-ks2/">https://www.primaryworks.co.uk/product/europe-ks2/</a> <a href="https://en.wikipedia.org/wiki/Demographics_of_Europe#/media/File:EU_NUTS_2_population_density_2007.svg">https://en.wikipedia.org/wiki/Demographics_of_Europe#/media/File:EU_NUTS_2_population_density_2007.svg</a> <a href="http://worldpopulationreview.com/continents/europe-population/">http://worldpopulationreview.com/continents/europe-population/</a></p>				
<p><b>4c</b> <b>Linked to Geography units:</b> <b>2c, 3b, 3c, 5a</b></p>	<p><b>Oceans – all the water in the world</b></p> <p>Key Geographical Knowledge <i>The location of the seas and oceans and understand their importance to human development</i></p> <p>Key Geographical Enquiry</p>	<p>Name and locate the major oceans and seas of the world including the North Sea and the Atlantic Ocean recognising the differences between seas and oceans and the main physical characteristics. Locate the main world shipping routes and explain their importance Identify how oceans impact on our weather Identify why seas and oceans are both a barrier and a major link between countries</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate the seas and oceans of the world and describe features studied including the major trade routes Use symbols and key on maps of the UK to identify major ports and the physical and human geography that contributed to their development Use a range of methods including sketch maps, plans and graphs, and digital technologies to explain the</p>	<p>Define the difference between seas and oceans and explain the main characteristics including the shape and features of the sea bed and the movement of water including tides and currents. Explain how the oceans and seas are part of the water cycle and contribute to our weather Explain the importance of oceans for the transport of goods (and in the past people) and how this led to the growth of ports in key locations in the UK</p>	<p>Links to history - What is the likelihood of the Vikings having reached America?</p> <p>Links to history - UK as an island nation.</p> <p>Link to geography – weather, continents, Europe</p>

	<i>How can we reduce plastic pollution – research into sources of pollution including investigating their own family waste</i>	Identify the importance of the seas and oceans to humans Name and locate the major ports of the United Kingdom and recognise the identifying human and physical characteristics which enabled them to grow and develop	importance on seas and oceans to humans Ask geographically valid questions to research how island nations such as the UK depend on the sea	Explain the natural resources we gather from the sea and how these need to be protected Explain how the sea both protects and is a threat to island countries Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms	Current affairs – why the UK doesn't feel part of Europe  Links to the environment – Blue Planet polluting our oceans
	<a href="https://www.difference.wiki/sea-vs-ocean/">https://www.difference.wiki/sea-vs-ocean/</a> <a href="https://www.bing.com/images/search?q=International+Shipping+Routes+Map&amp;FORM=RESTAB">https://www.bing.com/images/search?q=International+Shipping+Routes+Map&amp;FORM=RESTAB</a> <a href="https://online.seterra.com/en/vgp/3072">https://online.seterra.com/en/vgp/3072</a>				
<b>5a</b>  <b>Linked to Geography units:</b> <b>1x,1a, 2c, 3b, 3c, 4a, 4c,</b>	<b>Mans impact on the environment</b> – climate change, pollution and dwindling resources including fossil fuels and food and water  Key Geographical Knowledge <i>The main resources we rely on in the UK and how this is and needs to change</i>  Key Geographical Enquiry <i>Graphical representation of</i>	Understand the causes and effects of climate change and pollution on the planet – including the projected impact if no action is taken Locate the world's countries, using Maps, noting environmental regions, key physical and human characteristics, and major cities and identify those countries and regions most at risk from climate change. Understand human settlement, use of land, industry and how all these impact on the environment including pollution The impact of trade and political control on developing countries and how many of these countries are most at risk from climate change and pollution Identify the ways in which we can reduce pollution and reverse	Use maps, atlases, globes and digital/computer mapping to locate countries and regions which are most at risk for climate change and pollution Ask geographically valid questions about the impact of human activity on the world Use research and enquiry to find out about human activity and its impact on the world and what we need to do to reduce that impact Use a range of methods including sketch maps, plans and graphs, and digital Media to demonstrate their understanding of the impact of climate change and pollution	Describe and explain key aspects of the impact of human activity on the world including: <ul style="list-style-type: none"> <li>Weather events and climate changes</li> <li>Deforestation</li> <li>Pollution of the oceans and land fill – plastics</li> <li>Air-miles – food, products and people</li> <li>Emissions</li> <li>Slave labour</li> <li>Describe and explain key aspects of human geography including:</li> <li>economic activity</li> <li>waste of resources</li> <li>water – too much and too little</li> <li>distribution of natural resources including energy, food, minerals and water.</li> </ul>	Links to history – the industrial Revolution – killing the world in 300 years Links to science and impact of pollution on eco systems and food chains Links to PSHE about care for the planet Links to RE – Gods creation Pagan beliefs  Extinction rebellion – eco warriors or rebels Links to literature understanding the setting of a story based on geographical features and using geographical

	<i>when fossil fuels will run out and or when scientists believe we will have irreversible warming</i>	climate change on a personal local, national and global level		<p>Identify and explain the interaction between physical and human Processes how what we do today impacts on the world tomorrow</p> <p>Summarise the key actions that needed to be taken on a global level to reduce the impact of human activity on the world including cause and effect of the issues and the impact of solutions over time</p> <p>Create a campaign for your school to raise awareness of every individual's responsibility</p> <p>Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p>	<p>knowledge to bring own writing to life</p> <p>Prisoners of Geography</p>
	<p><a href="https://www.unicef.org.uk/what-we-do/children-and-climate-change/">https://www.unicef.org.uk/what-we-do/children-and-climate-change/</a>  <a href="https://www.natgeokids.com/uk/primary-resource/plastic-pollution-primary-resource/">https://www.natgeokids.com/uk/primary-resource/plastic-pollution-primary-resource/</a>  <a href="https://www.theworldcounts.com/stories/What_is_Pollution_for_Kids">https://www.theworldcounts.com/stories/What is Pollution for Kids</a>  <a href="https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/">https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/</a>  <a href="https://climatekids.nasa.gov/">https://climatekids.nasa.gov/</a></p>				
Unit 5b  Y5 Spring Linked to Geography units: 2c, 4c, 6a, 6b	<b>Mountains, Earthquakes and volcanoes</b> how the earth was shaped and continues to change	<p>Identify the main land forms of the world and investigate how we believe these were formed over time through tectonic plate movement</p> <p>Identify and map the world's mountain ranges, volcanoes and earth quake zones</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate world-wide mountain ranges, earthquake zones and volcanoes</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies to map the</p>	<p>Explain how scientists believe that the world as it looks today was formed by the movement of tectonic plates</p> <p>Explain how weaknesses in the earth's crust leads to volcanic eruptions and earthquakes</p>	<p>Link to geography – the continents of the world</p> <p>Ghosts of the Tsunami: Death and Life in Japan Paperback – 17 May 2018 by Richard Lloyd Parry</p>

	<p>Key Geographical Knowledge <i>Plates boundaries and the causes of earthquakes and volcanoes</i></p> <p>Key Geographical Enquiry <i>Map the ring of fire Identify the major mountain ranges around the world in relation to plate boundaries</i></p>	<p>Identify the different types of mountains and how they were formed and shaped over time</p> <p>Identify how and why volcanoes erupt and what happens afterwards</p> <p>Identify how and why earthquakes occur and what happens afterwards</p> <p>Identify the impact of earthquakes and volcanoes on humans</p>	<p>mountains volcanoes and earthquake zones</p> <p>Ask geographically valid questions to research the impact of volcanoes and earthquakes on humans using recent examples (Japan 2011 and Hawaii 2018)</p> <p>Ask geographically valid questions to research how mountains, volcanoes and earthquakes impact on land use and human activity over time</p>	<p>Explain how volcanoes erupt and what the impact of an eruption is on both the human and physical geography of a region</p> <p>Explain what causes an earthquake and what the impact is on both the human and physical geography of a region</p> <p>Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p>	<p>(this is not a children's books but might be worth extracting some key examples)</p> <p>PSHE / History conquering Everest</p> <p>LEGENDS OF HAWAIIAN VOLCANOES - 20 Legends about Hawaii's Volcanoes by Anon E. Mouse (Author), compiled and retold W. D. Westervelt (Author)</p>
	<p><a href="https://en.wikipedia.org/wiki/Plate_tectonics">https://en.wikipedia.org/wiki/Plate_tectonics</a>  <a href="https://www.livescience.com/39110-japan-2011-earthquake-tsunami-facts.html">https://www.livescience.com/39110-japan-2011-earthquake-tsunami-facts.html</a>  <a href="https://www.livescience.com/62563-hawaii-volcano-eruption-2018.html">https://www.livescience.com/62563-hawaii-volcano-eruption-2018.html</a>  <a href="https://en.wikipedia.org/wiki/2011_Tōhoku_earthquake_and_tsunami">https://en.wikipedia.org/wiki/2011_Tōhoku_earthquake_and_tsunami</a>  <a href="https://www.reference.com/science/caused-boxing-day-tsunami-fcbeebefc67df24b">https://www.reference.com/science/caused-boxing-day-tsunami-fcbeebefc67df24b</a></p>				
<p>Unit 5c</p> <p>Y5 Summer</p> <p>Linked to Geography units: 1c, 2b, 3a, 3c, 4a</p>	<p><b>Great Britain</b> – the four countries of the UK, where people live and why, communication, land use, industry, natural resources</p> <p>Key Geographical Knowledge</p>	<p>Locate the countries of the UK noting environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify the geographical regions and key topographical features and land-use patterns of the United Kingdom, understand how some of these have changed over time and how the physical geography of the countries of the UK impact on human activity and settlements</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features of the UK</p> <p>Use the eight points of a compass, four and six-grid references, symbols and key including the use of Ordnance Survey maps to build their knowledge of the United Kingdom.</p> <p>Use a range of methods including sketch maps, plans, data and</p>	<p>Describe and explain key aspects of physical geography of the UK including:</p> <ul style="list-style-type: none"> <li>• climate ,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• Rivers and lakes</li> <li>• mountains,</li> <li>• seas and oceans</li> <li>• upland and lowlands</li> <li>• coastal</li> </ul>	<p>Links to history for example how climate or geographical features affected particular parts of the country</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical</p>



	<p><i>Understand key communication and transport links in the UK</i></p> <p><i>Understand the distribution of population and the reasons for it</i></p> <p>Key Geographical Enquiry</p> <p><i>Map key gateways to the UK for goods, materials and people</i></p>	<p>Understand human settlement, use of land, industry and communication impact on the landscape of the UK</p> <p>Identify similarities and differences between the 4 countries that make up the UK</p> <p>Identify the main communication routes across the UK including the road and rail networks, ports and airports and understand the importance of these routes to economic development</p> <p>Identify the distribution of population across the UK and the reasons for any differences</p>	<p>graphs, and digital Media to research and demonstrate their understanding</p> <p>Ask geographically valid questions about physical geography and human activity of the UK</p> <p>Use research and enquiry to find out about human activity and its impact on the UK and how the topography and natural resources of the UK determine human activity (cause and effect)</p> <p>They should be able to articulate their views and ideas both orally and in written forms</p>	<p>Describe and explain key aspects of the human geography of the UK including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul> <p>Describe and explain geographical similarities and differences and change through the study of human and physical geography of the United Kingdom,</p> <p>Identify and explain the interaction between physical and human Processes in terms of land use and sustainability taking a key issue such as the north south divide</p> <p>Compare and contrast different regions and countries of the UK and form their own views on important issues related to where they would like to live</p> <p>Demonstrate understanding through the skills of:</p> <p>reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p>	<p>knowledge to bring own writing to life</p> <p>Links to science and impact of pollution on eco systems and food chains</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life</p>
<p>Unit 6a</p> <p>Y6 Autumn</p>	<p><b>Major continents of the world -</b> geographical features</p>	<p>Identify the seven continents and their key topographical features</p> <p>Locate the world's continents using maps noting environmental</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate the seven continents and the</p>	<p>Describe and explain the similarities and differences of physical geography of the seven continents including:</p>	<p>Links to history and the British Empire</p>

<p><b>Linked to Geography units: 1a, 2c, 3b, 3c, 4c, 5a</b></p>	<p>– climate zones, biomes and human characteristics <i>NB this will lead into a more detailed study of North and South America so need to focus on the global dimensions</i></p> <p>Key Geographical Knowledge <i>Understanding how and why climate and weather is different around the world</i></p> <p>Key Geographical Enquiry <i>Latitude and longitude, grid referencing to locate and identify the main biomes</i></p>	<p>regions, key physical and human characteristics, countries and major cities. Identify the position of the continent and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night Investigate human settlement, use of land, industry and communication of the landscape Research the impact of trade and political control on developing countries Research where the world's natural resources are located and how these impacts on the countries in those regions Explain the difference between developed and developing countries, first and third world countries and the importance of International Aid</p>	<p>countries within them and describe features studied Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge of the wider world. Use a range of methods including sketch maps, plans and graphs, and digital media to demonstrate their understanding Ask geographically valid questions about physical geography and human activity of the seven continents Use research and enquiry to find out about what we mean by the developed world and population density Find out for themselves what it is like to grow up on a different continent by exploring the lives of children across the world Articulate their views and ideas both orally and in written forms Describe and explain the similarities and differences of physical geography of the seven continents including:</p> <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> </ul> <p>Describe and explain key aspects of human geography of the seven continents including:</p>	<ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> </ul> <p>Describe and explain key aspects of human geography of the seven continents including:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• wealth and poverty</li> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul> <p>Identify and explain the interaction between physical and human processes Demonstrate understanding through the skills of: reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms Select contrasting continents and compare and contrast their physical and human features Research and profile the main international aid agencies and discuss the importance of supporting developing countries</p>	<p>Links to PSHE about race and difference</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life</p> <p>PSHE – fund raising for those for international appeals</p> <p>Literacy – persuasive text used by charities to raise funds</p>
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			<ul style="list-style-type: none"> <li>• population</li> <li>• wealth and poverty</li> <li>• economic activity</li> <li>• trade links,</li> <li>• aid</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul>		
<p><a href="#">The World - BBC Teach</a>  <a href="#">Locations - Locate The World's Countries - Years 3 - 4 / P4 - P5 Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize</a>  <a href="#">Donate online - Unicef UK</a>  <a href="#">Water   The Crisis   WaterAid UK</a></p>					
<p>Unit 6b</p> <p>Y6 Spring</p> <p>Linked to Geography units: 1a, 2c, 3b, 3c, 4c, 5a, 6a</p>	<p><b>The physical geography and human geography of the Americas</b> where and how people live, industry and natural resources, wealth and poverty, literacy Respect for indigenous people Key Geographical Knowledge <i>Physical and Human features of the Americas</i> Key Geographical Enquiry Does physical geography and location affect the wealth of nations?</p>	<p><b>Locate the countries of North and South America, noting environmental regions, key physical and human characteristics, countries and major cities</b>  <b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones including day and night.</b>  <b>Identify the geographical regions and key topographical features and land-use patterns of the Americas and understand how some of these have influenced the distribution of population and location of major cities</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge the wider world.</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital media to demonstrate their understanding</p> <p>Ask geographically valid questions about physical geography and human activity</p> <p>Use research and enquiry to find out about human activity and its impact on the world</p> <p>Geographical skills need to be developed so that pupils can increasing find out for themselves</p> <p>They will need to learn the key skills of map reading and use ever</p>	<p>Describe and explain key aspects of physical geography, including:</p> <ul style="list-style-type: none"> <li>• climate zones,</li> <li>• biomes</li> <li>• vegetation belts.</li> <li>• rivers,</li> <li>• mountains,</li> <li>• volcanoes</li> <li>• earthquakes,</li> <li>• the water cycle</li> </ul> <p>Describe and explain key aspects of human geography including:</p> <ul style="list-style-type: none"> <li>• economic activity</li> <li>• trade links,</li> <li>• distribution of natural resources including energy, food, minerals and water.</li> <li>• Environmental damage</li> </ul> <p>Describe and explain geographical similarities and differences and change through the study of human and physical geography of North or South America.</p>	<p>Links to history including how climate or geographical features affected particular civilisations, the impact of natural disasters and conquest</p> <p>Links to science and impact of pollution on eco systems and food chains</p> <p>Links to PSHE about care for the planet</p> <p>Links to RE – Gods creation</p> <p>Pagan beliefs</p> <p>Links to literature understanding the setting of a story based on geographical features and using geographical knowledge to bring own writing to life</p>

		<p><b>Research human settlement, use of land, industry and communication of the landscape</b></p> <p><b>Research the impact of trade and political control on developing countries</b></p> <p><b>Investigate the environmental impact of human activity in the rainforests of the Amazon</b></p> <p><b>Using a wide range of stimulus include information texts, internet research and video and pictorial sources will bring more distant places to life.</b></p>	<p>more varied and complex maps to explore different parts of the world</p> <p>They should also be able to develop the skills of drawing maps and charts to illustrate geographical information</p> <p>They should be able to articulate their views and ideas both orally and in written forms</p>	<p>Identify and explain the interaction between physical and human processes</p> <p>Show geographical understanding through the skills of reinterpreting, summarising explaining, describing, generalising about what they have learnt and using the correct geographical language and terms</p> <p>They should be able to compare and contrast different regions and countries and form their own views on important issues</p>	<p>Using geography to develop and apply research skills and report writing</p>
	<p><b>Core text – CPG North and south America – study book</b></p> <p><a href="https://www.tes.com/teaching-resource/download/11734971/bundle">https://www.tes.com/teaching-resource/download/11734971/bundle</a></p> <p><a href="https://www.kids-world-travel-guide.com/south-america-facts-for-kids-geography-attractions-people-food/">South America Facts for Kids   Geography   Attractions   People   Food (kids-world-travel-guide.com)</a></p> <p><a href="https://www.kids-world-travel-guide.com/north-america-facts-for-kids-north-america-geography-superlative/">North America Facts for Kids   North America   Geography   Superlative (kids-world-travel-guide.com)</a></p> <p><a href="http://www.rgs.org">Royal Geographical Society - Geography resources for teachers (rgs.org)</a></p> <p><a href="https://www.tes.com/teaching-resource/download/12139222/bundle">https://www.tes.com/teaching-resource/download/12139222/bundle</a></p> <p><a href="https://www.bing.com/videos/search?q=south+america+destination+world&amp;FORM=VBRQ">South America   Destination World - Bing video</a></p> <p><a href="https://www.nationalgeographic.com/resources/learn/teaching-ideas/lesson-plans/south-america-resources/">South America: Resources   National Geographic Society</a></p>				
<p><b>6c</b></p> <p><b>Linked to Geography units:</b></p> <p>2b, 3a, 3b, 4b, 5a, 5c, 6b</p>	<p><b>The Growth of Cities</b> – location, communication, and change over time comparing London and New York</p> <p>Key Geographical Knowledge</p> <p><i>How cities have develop over time</i></p> <p>Key Geographical Enquiry</p>	<p>Name and locate the capital cities of the world and recognise their identifying human and physical characteristics.</p> <p>Identify the human characteristics of a city and explain their location and how cities grow and develop over time</p> <p>Investigate why people move to cities</p> <p>Identify the similarities and differences between the cities of London and New York in terms of</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries of the world and their capitals and describe some of the physical features that determine their location</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the London and New York</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies to illustrate</p>	<p>Explain how key aspects of Physical geography determines the location of capital cities</p> <p>Explain how key aspects of human geography determine how cities develop over time</p> <p>Describe the geographical similarities and differences through the study of human and physical geography of London and New York</p> <p>Demonstrate understanding through the skills of:</p> <p>reinterpreting, summarising explaining, describing, generalising about what they have learnt and</p>	<p>Link to history – the Great Fire of London</p> <p>Link to geography - Rivers</p>

	<i>Interpreting maps of London and New York using keys to identify similarities and differences</i>	both their human and physical characteristics	some of the key features of London and New York	using the correct geographical language and terms Explore the causes and impact of pollution on London and New York <i>Class debate on City v Country as the best place to grow up using evidence from the study of cities</i>	
<a href="https://www.tes.com/teaching-resource/london-landmarks-factsheets-6009979">https://www.tes.com/teaching-resource/london-landmarks-factsheets-6009979</a> <a href="https://bigben27london.weebly.com/physical-geography.html">https://bigben27london.weebly.com/physical-geography.html</a> <a href="http://projectbritain.com/london/b.html">http://projectbritain.com/london/b.html</a>  <a href="https://www.tes.com/teaching-resource/download/11734971/bundle">https://www.tes.com/teaching-resource/download/11734971/bundle</a> <a href="#">New York City Facts for Kids   KidzSearch.com</a> <a href="#">New York Pictures and Facts (nationalgeographic.com)</a>					

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