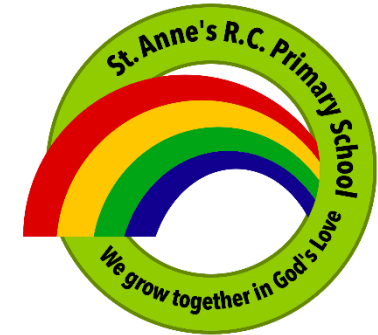




# Geography

# Curriculum



## Intent

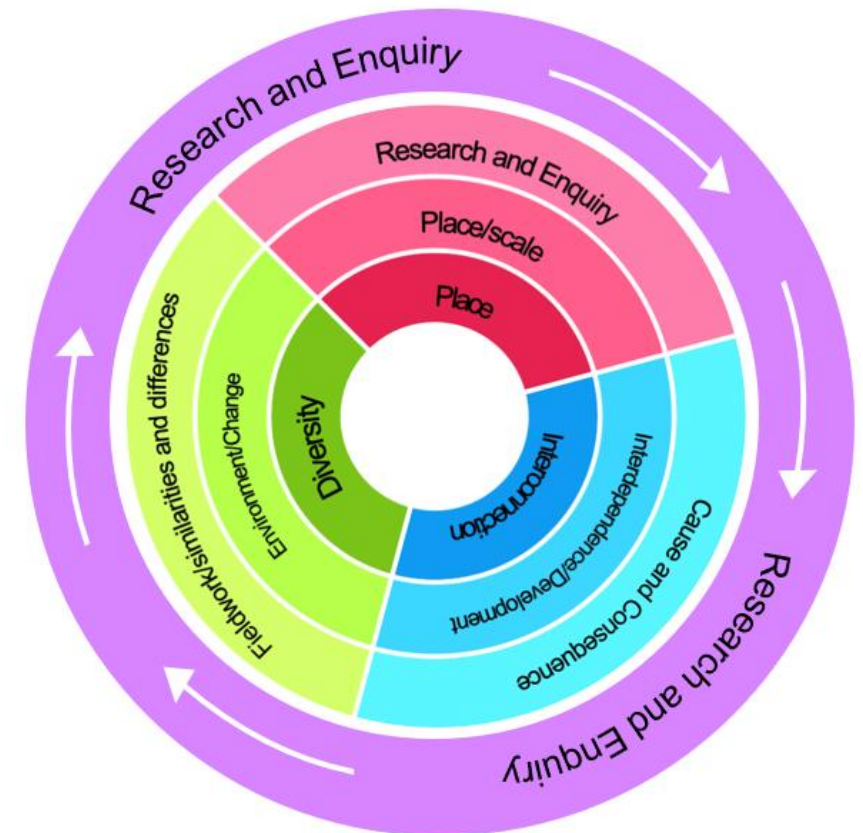
Our Catholic values and wonder of God's creation underpins all we do. At St Anne's students are encouraged to develop a knowledge and curiosity of the world they live in and their place in it. The curriculum is strategically built upon; pupils will learn about their own locality, whilst becoming aware of and developing knowledge and understanding of the world beyond their own environment. In doing so, children will learn about diverse places, people, resources and natural and human environments whilst growing a deeper understanding of the Earth's human and physical features and their relationship with human processes. This includes, looking at the formation and use of landscapes and environments and how they have evolved over time. Pupils will be taught specified geographical vocabulary to enable them to fully engage with lessons and be able to articulate their understanding coherently. Geography provides a purposeful means for exploring, appreciating and understanding the world we live in.

## Overview of Geography Curriculum

|           | <u>Autumn Term</u>                                     | <u>Spring Term</u>              | <u>Summer Term</u>                                                                     |
|-----------|--------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------|
| Nursery   | Where is my school?<br>Guy Fawkes' big bang<br>Seasons | China<br>Seasons                | Seasons<br>The seaside<br>Journeys to different places<br>London – Paddington and Peru |
| Reception | My school area<br>Guy Fawkes' big bang<br>Seasons      | China<br>Antarctica<br>Seasons  | The seaside<br>Journeys to different places<br>Seasons                                 |
| Year 1    | UK - local area                                        | The UK and seas                 | Continents and oceans                                                                  |
| Year 2    | London                                                 | UK comparative study with Kenya | UK Coasts                                                                              |
| Year 3    | UK – Rivers and peaks                                  | Polar regions                   | Europe – Italy                                                                         |
| Year 4    | UK - Water Cycle and Rivers                            | Europe – Scandinavia            | Trade                                                                                  |
| Year 5    | UK – North West (Mini unit linked with History)        | Europe - Natural Disasters      | South America – Amazon Rainforest                                                      |
| Year 6    | North America – Texas                                  | UK – National parks             | South America – The Galapagos -<br>Biomes and Vegetation Belts (full term)             |

**Key concepts covered:**

| Geographical concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Disciplinary concepts                                                                                                           |
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| <p><b>Place</b> – continents, oceans and seas, regions</p> <p><b>Environment</b> – Physical features, landscape, biomes, climate, rivers, volcanoes, diversity, landforms.</p> <p><b>Scale</b> – continents, maps.</p> <p><b>Interdependence</b> – trade, resources, sustainability, settlement, landform, fertile.</p> <p><b>Development</b> – human features, settlement, population, sustainability.</p> <p><b>Change</b> – settlement, population, sustainability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Map skills</p> <p>Fieldwork</p> <p>Similarities and differences</p> <p>Research and enquiry</p> <p>Cause and consequence</p> |
| <p><b>Curriculum threads</b></p> <p><b>Place:</b> Locate continents, oceans, regions, countries and cities. Use and interpret a variety of maps. Identify position (compass directions, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones) Weather/Climates</p> <p><b>Diversity:</b> Understanding geographical similarities and differences through the study of human and physical geography of their own local area and others around the world. How people and places are different and diverse, even across one country or continent.</p> <p><b>Interconnections:</b> The difference between human and physical geography and their key features. How physical features impact the lives of people (e.g. Settlement and factors that influence it) How people impact on the physical environment around them. Identifying cause, impact and response</p> |                                                                                                                                 |



"This diagram illustrates how the three core curriculum themes—Place, Diversity, and Interconnection—form the foundation of both geographical and disciplinary concepts, all framed within a research- and inquiry-based approach to learning geography."

## EYFS – People, Places and Cultures

### Nursery – Autumn Term

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Procedural Knowledge – <b>know how</b>                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <u>Where is my school?</u> <ul style="list-style-type: none"><li>• Know that their school is called St Anne's.</li><li>• Know that they live in <b>Oldham</b></li><li>• Know that their school is in Oldham.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Use simple maps to identify Oldham and St Annes.                   |
| <u>Guy Fawkes' Big Bang!</u> <ul style="list-style-type: none"><li>• Recognise the story of Guy Fawkes and the houses of parliament.</li><li>• Recognise a picture of <b>The Houses of Parliament</b>.</li><li>• Know that the houses of parliament is in <b>London</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identify a landmark using photographs.                             |
| <u>Seasons</u> <ul style="list-style-type: none"><li>• Know that this <b>season</b> is called <b>Autumn</b>.</li><li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b></li><li>• Know that Autumn includes the months of September, October and November.</li><li>• Know that, in Autumn, the <b>temperature</b> cools down and the hours of daylight get shorter so it is darker earlier than in Summer.</li><li>• Know that the leaves change colour and fall off many of the trees in Autumn.</li><li>• Know that seeds such as conkers, pine cones and sycamore seeds fall off the trees and can be collected.</li><li>• Know that new trees and plants grow from seeds in the ground.</li></ul> | Identify seasonal and daily weather patterns in the United Kingdom |

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| <ul style="list-style-type: none"> <li>• Know that many animals hibernate during Autumn and Winter including hedgehogs.</li> <li>• Know that some animals are nocturnal including hedgehogs, foxes and owls.</li> <li>• Know that hibernate means to sleep through a long period of time.</li> <li>• Know that in autumn it is often cool, windy, rainy and it drizzles._</li> </ul> |  |
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### Nursery – Spring Term

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Procedural Knowledge – <b>know how</b>                  |
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| <p><u>China</u></p> <ul style="list-style-type: none"> <li>• Know that Chinese New Year is celebrated in January or February each year after our new year begins on January 1st</li> <li>• Know that <b>China</b> is one of the world’s biggest countries.</li> <li>• Know that lots of people live there.</li> <li>• Know what a world map is</li> <li>• Be able to identify Chine on a <b>world map</b>.</li> <li>• Know the following Chinese New Year <b>Traditions</b>:</li> </ul> <ol style="list-style-type: none"> <li>1. dragon dances</li> <li>2. house cleaning (to sweep away bad fortunes)</li> <li>3. lighting lanterns</li> <li>4. eating different foods (e.g. special dumplings)</li> <li>5. setting off firecrackers/fireworks</li> <li>6. exchanging red envelopes containing money.</li> </ol> | <p>Recognise a world map and be able to spot China.</p> |

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| <u>Seasons</u> <ul style="list-style-type: none"> <li>• Know that this season is called <b>Spring</b>.</li> <li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b>.</li> <li>• Know that Spring includes the months of March, April, May.</li> <li>• Know that in Spring the <b>weather</b> usually turns warmer.</li> <li>• Know that leaves begin to grow on trees.</li> <li>• Know that shoots and buds begin to appear.</li> <li>• Know that plants start to develop flowers.</li> <li>• Know that the first spring flowers are typically daffodils, crocuses and tulips.</li> <li>• Know that plants need water, light, warmth and soil to grow._</li> </ul> | Identify seasonal and daily weather patterns in the United Kingdom |
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### Nursery – Summer Term

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Procedural Knowledge – <b>know how</b>                                     |
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| <u>The seaside</u> <ul style="list-style-type: none"> <li>• Know that the <b>seaside</b> is on the <b>coast</b>.</li> <li>• Know that there is often a beach and always some <b>sea</b>. Know that the <b>beach</b> is made of sand.</li> <li>• Know that people like to go on <b>holiday</b> or enjoy days out at the seaside.</li> <li>• Know some of the activities that you can do at the seaside including sunbathing, building sandcastles, paddling in the sea, flying kites, rock pooling, eating fish and chips and ice cream and enjoying rides and shows such as Punch and Judy.</li> <li>• Know that <b>Blackpool</b> is a famous seaside town and be able to recognise <b>Blackpool Tower</b>.</li> </ul> | Use basic geographical vocabulary to refer to physical and human features. |
| <u>Journeys to different places</u> <ul style="list-style-type: none"> <li>• Know there are different ways to travel on land, on the water, in the air.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Use basic geographical vocabulary to refer to                              |

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| <ul style="list-style-type: none"> <li>• You can travel on land in a car or on a bus, bike, motor bike.</li> <li>• Know that you can travel in water by a ship, boat, raft</li> <li>• Know that you can travel in the air in a plane or helicopter.</li> <li>• Know how they travel to school and the route they take.</li> <li>• Know where they live.</li> <li>• Know how the travel to different places that they visit.</li> <li>• Know the <b>country side</b> has <b>fields, woods, farms and farm houses</b>.</li> <li>• Know they <b>city</b> has more <b>buildings</b> including: <b>flats, houses, bungalows</b></li> <li>• Know the names of the places they might have been to: <b>park, woods, shops, seaside, beach, farm, forest, church, mosque</b> including other countries they may have been to.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <p>physical and human features.</p>                                       |
| <p><u>Seasons</u></p> <ul style="list-style-type: none"> <li>• Know that this season is called <b>Summer</b>.</li> <li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b>.</li> <li>• Know that Summer includes June, July, August.</li> <li>• Know that Summer is the hottest of the four seasons.</li> <li>• Know that in the summer, there are more hours of daylight. This means it gets lighter earlier in the morning and the evenings are lighter until later.</li> <li>• Know that you can get sunburn if you don't protect your skin from the sun.</li> <li>• Know that you should wear sun cream and a sun hat to protect you from the sun.</li> <li>• Know that it is important to drink lots of water in hot weather.</li> <li>• Know that ice cream and ice lollies are a cool treat.</li> <li>• Know that you wear different clothes like shorts, t-shirts and dresses in Summer.</li> <li>• Know that you might have a picnic, go to the <b>beach</b> or play in the paddling pool in summer.</li> <li>• Know that you will see sunflowers, lavender, daisies and green leaves. Know that you will see butterflies, bees and wasps.</li> </ul> | <p>Identify seasonal and daily weather patterns in the United Kingdom</p> |
| <p><u>Paddington and Peru</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Recognise a world map and be able to spot Peru.</p>                    |

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| <ul style="list-style-type: none"> <li>• Know how to Locate <b>Peru</b> on a <b>World Map</b>.</li> <li>• Know how to identify <b>Buckingham Palace</b>.</li> <li>• Known that the King is called King Charles.</li> <li>• Know that the queen is called Queen Camilla.</li> <li>• Know that King Charles lives at Buckingham Palace.</li> </ul> |  |
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### Reception – Autumn Term

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Procedural Knowledge – <b>know how</b>                             |
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| <u>Where is my school?</u> <ul style="list-style-type: none"> <li>• Know that their school is called St Anne's.</li> <li>• Know that they live in <b>Oldham</b></li> <li>• Know that their school is in Oldham.</li> <li>• Know that there is a <b>Tesco, McDonalds, petrol garage, park, cemetery, and shop</b> near my school.</li> </ul>                                                                                                                                                                       | Use simple maps to identify Oldham and St Annes.                   |
| <u>Guy Fawkes' Big Bang!</u> <ul style="list-style-type: none"> <li>• Recognise the story of Guy Fawkes and the houses of parliament.</li> <li>• Recognise a picture of The <b>Houses of Parliament</b>.</li> <li>• Know that the houses of parliament is in <b>London</b>.</li> <li>• Know that <b>London</b> is the <b>Capital city</b> of <b>England</b>.</li> <li>• Know that London is a <b>city</b> and is busy.</li> <li>• Know that <b>Oldham</b> is a <b>town</b> and is smaller than a city.</li> </ul> | Identify a landmark using photographs.                             |
| <u>Seasons</u> <ul style="list-style-type: none"> <li>• Know that this season is called <b>Autumn</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 | Identify seasonal and daily weather patterns in the United Kingdom |

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| <ul style="list-style-type: none"> <li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b></li> <li>• Know that Autumn includes the months of September, October and November.</li> <li>• Know that, in Autumn, the <b>temperature</b> cools down and the hours of daylight get shorter so it is darker earlier than in Summer.</li> <li>• Know that the leaves change colour and fall off many of the trees in Autumn.</li> <li>• Know that seeds such as conkers, pine cones and sycamore seeds fall off the trees and can be collected.</li> <li>• Know that new trees and plants grow from seeds in the ground.</li> <li>• Know that many animals hibernate during Autumn and Winter including hedgehogs.</li> <li>• Know that some animals are nocturnal including hedgehogs, foxes and owls.</li> <li>• Know that hibernate means to sleep through a long period of time.</li> <li>• Know that in autumn it is often cool, windy, rainy and it drizzles.</li> </ul> |  |
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### Reception – Spring Term

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| Substantive Knowledge – <b>know what</b> | Procedural Knowledge – <b>know how</b> |
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| <p><u>China</u></p> <ul style="list-style-type: none"> <li>• Know that Chinese New Year is celebrated in January or February each year after our new year begins on January 1st</li> <li>• Know that <b>China</b> is one of the world's biggest <b>countries</b>.</li> <li>• Know that lots of people live there.</li> <li>• Know what a <b>world map</b> is</li> <li>• Be able to identify China on a world map.</li> <li>• Know the following Chinese New Year <b>Traditions</b>:</li> </ul> <ol style="list-style-type: none"> <li>1. dragon dances</li> <li>2. house cleaning (to sweep away bad fortunes)</li> <li>3. lighting lanterns</li> <li>4. eating different foods (e.g. special dumplings)</li> <li>5. setting off firecrackers/fireworks</li> <li>6. exchanging red envelopes containing money.</li> </ol>      | <p>Recognise a world map and be able to spot China.</p>                   |
| <p><u>Seasons</u></p> <ul style="list-style-type: none"> <li>• Know that this season is called <b>Winter</b>.</li> <li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b>.</li> <li>• Know that this season is called Winter</li> <li>• Know that Winter includes the months of December, January and February Know that in Winter the <b>weather</b> is usually cold and wet.</li> <li>• Know that when water freezes it becomes solid. Know what ice feels like and begin to describe it. Know that ice melts when the temperature rises. Know that when ice melts it becomes a liquid.</li> <li>• Know that there may be frost on your windows (e.g. in the car) in the mornings and at night and the floor may be slippery.</li> <li>• Know that <b>snow</b> sometimes falls in winter.</li> </ul> | <p>Identify seasonal and daily weather patterns in the United Kingdom</p> |

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| <ul style="list-style-type: none"> <li>• There are fewer daylight hours in Winter which means there is more darkness.</li> <li>• Know how to dress to keep warm in winter.</li> <li>• Know how to name, find and put on a coat, woolly hat, scarf, gloves and wellington boots.</li> </ul> |  |
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### Reception – Summer Term

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Procedural Knowledge – <b>know how</b>                                     |
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| <u>The seaside</u> <ul style="list-style-type: none"> <li>• Know that the <b>seaside</b> is on the <b>coast</b>.</li> <li>• Know that there is often a <b>beach</b> and always some sea. Know that the beach is made of sand.</li> <li>• Know that people like to go on <b>holiday</b> or enjoy days out at the seaside.</li> <li>• Know some of the activities that you can do at the seaside including sunbathing, building sandcastles, paddling in the sea, flying kites, rock pooling, eating fish and chips and ice cream and enjoying rides and shows such as Punch and Judy.</li> <li>• Know that <b>Blackpool</b> is a famous seaside town and be able to recognise <b>Blackpool Tower</b>.</li> </ul> | Use basic geographical vocabulary to refer to physical and human features. |
| <u>Journeys to different places</u> <ul style="list-style-type: none"> <li>• Know there are different ways to travel on land, on the water, in the air.</li> <li>• You can travel on land in a car or on a bus, bike, motor bike.</li> <li>• Know that you can travel in water by a ship, boat, raft</li> <li>• Know that you can travel in the air in a plane or helicopter.</li> <li>• Know how they travel to school and the route they take.</li> <li>• Know where they live.</li> <li>• Know how the travel to different places that they visit.</li> <li>• Know the <b>country side</b> has <b>fields, woods, farms and farm houses</b>.</li> </ul>                                                       | Use basic geographical vocabulary to refer to physical and human features. |

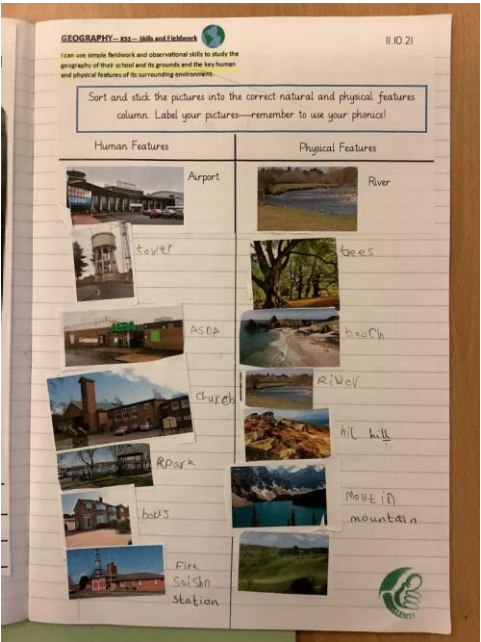
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| <ul style="list-style-type: none"> <li>• Know the <b>city</b> has more <b>buildings</b> including: <b>flats, houses, bungalows</b></li> <li>• Know the names of the places they might have been to: <b>park, woods, shops, seaside, beach, farm, forest, church, mosque</b> including other countries they may have been to.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                           |
| <p><u>Seasons</u></p> <ul style="list-style-type: none"> <li>• Know that this season is called <b>Summer</b>.</li> <li>• Know that there are four seasons - <b>Autumn, Winter, Spring, Summer</b>.</li> <li>• Know that Summer includes June, July, August.</li> <li>• Know that Summer is the hottest of the four seasons.</li> <li>• Know that in the summer, there are more hours of daylight. This means it gets lighter earlier in the morning and the evenings are lighter until later.</li> <li>• Know that you can get sunburn if you don't protect your skin from the sun.</li> <li>• Know that you should wear sun cream and a sun hat to protect you from the sun. Know that it is important to drink lots of water in hot weather.</li> <li>• Know that ice cream and ice lollies are a cool treat.</li> <li>• Know that you wear different clothes like shorts, t-shirts and dresses in Summer.</li> <li>• Know that you might have a picnic, go to the <b>beach</b> or play in the paddling pool in summer.</li> <li>• Know that you will see sunflowers, lavender, daisies and green leaves.</li> <li>• Know that you will see butterflies, bees and wasps.</li> </ul> | <p>Identify seasonal and daily weather patterns in the United Kingdom</p> |

Year 1 - Autumn Term

UK – Local Area

| Substantive Knowledge – know what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Procedural Knowledge – know how                                                             | Geographical enquiry questions.                                                                                                                                             | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What is a settlement?</b></p> <ul style="list-style-type: none"><li>• Understand that <b>settlements</b> are places where people live and sometimes work.</li><li>• Understand that there are different types of settlement, depending on how many people live and work there.</li><li>• Know that a <b>hamlet</b> is a very small settlement with just a few houses.</li><li>• Know that a <b>village</b> is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall.</li><li>• Know that a <b>town</b> is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.</li><li>• Know that a <b>city</b> is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</li></ul> | <p>Aerial images of different types of settlement.</p> <p>Understanding birds eye view.</p> | <p>How would life be different living in one type of settlement compared to another?</p> <p>What are the advantages/disadvantages to living in a particular settlement?</p> | <p>Interconnections<br/>Diversity</p> |

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| <h2>Types of Settlement</h2> <div>  <p><b>hamlet</b><br/>a very small human settlement</p> </div> <div>  <p><b>village</b><br/>a small, rural group of houses</p> </div> <div>  <p><b>town</b><br/>a built-up area with a local government</p> </div> <div>  <p><b>city</b><br/>a densely populated place that is non-rural</p> </div> <p>↑ smaller</p> |                                                                                                                                                                                 |                                                                                                                                                                                                                                                |                               |  |
| <p><b>Lesson 2: Where do we live?</b></p> <ul style="list-style-type: none"> <li>Understand that the settlement they live in is called <b>Oldham</b>.</li> <li>Understand that Oldham is a town.</li> <li>Know that as a town, Oldham is bigger than a village, but smaller than a city.</li> <li>Know that Oldham is near the city of <b>Manchester</b>.</li> <li>Know that Oldham is in <b>England</b>.</li> <li>Understand that England is a <b>country</b> and there are many countries around the world.</li> </ul>                                                                                                                                                                    | <p>Reading a map</p> <p>Observation of the local area – fieldwork</p> <p>Interpreting observations</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> | <p>What is makes a good map?</p> <p>How do we use maps?</p> <p>What is the difference between a map and an image?</p> <p>What is in my surrounding environment?</p> <p>What is it like to live in Oldham?</p> <p>What makes Oldham a town?</p> | <p>Place Interconnections</p> |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                     | <p>How is Oldham different/similar to the city of Manchester?</p> <p>How has it changing over time?</p>                                                                                            |                  |
| <p><b>Lesson 3: What are the Human and Physical features of Oldham?</b></p> <ul style="list-style-type: none"> <li>Know that in the world there are things made by people and these are called <b>human features</b>.</li> <li>Know that in the world there are things NOT made by people and these are called <b>physical features</b>.</li> </ul>  | <p>Analysing photographs</p> <p>Sorting and categorising images</p> | <p>How have the physical and human features of Oldham changed over time?</p> <p>Why would we need more human features such as houses, shops etc in this area?</p> <p>What makes Oldham unique?</p> | <p>Diversity</p> |

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| <ul style="list-style-type: none"> <li>• Understand that school is a human feature, as it has been made by people.</li> <li>• Understand that parts of our local area vary, depending on the human and physical features present.</li> <li>• Identify some human and physical features in the local area: Greenacres road - <b>school, road, houses, street lights, railings, trees</b> Lees park- <b>grass, trees, flowers, swings, paths</b></li> <li>• Understand that within Oldham there are both human and physical features.</li> <li>• Understand that some human features within Oldham are: <b>houses, shops, roads, cinema, restaurants and schools</b>. Understand that some physical features within Oldham are: <b>fields, hills, rivers and countryside</b>.</li> </ul> |                                                                   |                                                                                                                                                                                                       |           |
| <p><b>Lesson 4: What is rural and urban?</b></p> <ul style="list-style-type: none"> <li>• Understand that areas where few people live are called <b>rural</b> areas.</li> <li>• Know that hamlets and villages are in rural areas.</li> <li>• Know that rural areas have many physical features such as: <b>beaches, forests, hills, rivers, fields, trees</b> and less human features.</li> <li>• Understand areas in which lots of people live are called <b>urban</b> areas.</li> <li>• Know that towns and cities are in urban areas.</li> </ul>                                                                                                                                                                                                                                   | Use aerial images to recognise basic and human physical features. | <p>Why are some areas more urbanised than others?</p> <p>What affect does urbanisation have on the environment?</p> <p>What percentage of the UK is agricultural? How has this changed over time?</p> | Diversity |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                    |                                                                                                                                                                                                   |                  |
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| Know that urban areas have lots of human features such as: <b>houses, shops, roads, cinema, restaurants and schools</b> and less physical features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                    |                                                                                                                                                                                                   |                  |
| <p><b>Lesson 5: What is the weather like in the UK?</b></p> <ul style="list-style-type: none"> <li>Know that there are 4 seasons - <b>Autumn, Winter, Spring and Summer</b>.</li> <li>Know that the seasons occur in a cycle and that they consist of the following months –<br/> March/June – Spring<br/> June/July/August/September – Summer<br/> September/October/November/December – Autumn<br/> December/January/February/March – Winter</li> </ul> <ul style="list-style-type: none"> <li>Know how the <b>environment changes</b> in each season.</li> <li>Autumn - Leaves change colour and fall from deciduous trees, harvest time, some birds migrate (e.g. swallows)</li> <li>Winter - Some animals including hedgehogs and tortoises hibernate throughout Winter (identify these animals) water freezes to ice. Many plants stop growing.</li> <li>Spring - Flowers begin to grow, associated with rebirth and growth, some baby animals are born (e.g. lambing season),</li> <li>Summer - Flowers and trees are in bloom.</li> </ul> | Identify seasonal and daily weather patterns in the United Kingdom | <p>What are the environmental changes from season to season?</p> <p>How have our 'seasons' changed over time?</p> <p>What changes are happening to climate around the world? (climate change)</p> | Interconnections |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Deliver a tour guide script of the local area.                     |                                                                                                                                                                                                   |                  |

## Year 1 – Spring Term

### The UK and Seas

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Procedural Knowledge – <b>know how</b>                                                                          | Geographical enquiry questions.                                                                                                                                                                                                                     | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What makes up the United Kingdom?</b></p> <ul style="list-style-type: none"><li>• Know that we live in England, which is a country in the UK.</li><li>• Know that 4 countries make up the UK.</li><li>• Know and locate the countries in the UK: <b>England, Wales, Scotland and Northern Ireland</b>.</li><li>• Know that UK stands for ‘<b>The United Kingdom of Great Britain and Northern Ireland</b>’, usually this is shortened to ‘The United Kingdom’.</li><li>• Know that Great Britain is the name for England, Wales and Scotland.</li><li>• Know that <b>Northern</b> Ireland is part of an island to the west of the UK.</li><li>• Know that the <b>southern</b> part of the island is known as Ireland or Eire and that this is not part of the UK.</li><li>• Know that people from England are known as <b>English</b>, people from Scotland are known as <b>Scottish</b>, people from Wales are known as <b>Welsh</b> and people from Ireland are known as <b>Irish</b>.</li></ul> | <p>Draw and locate the four countries of the UK using the four main compass directions to compare location.</p> | <p>Why is southern Ireland not part of the UK?</p> <p>Is the UK the same as Great Britain?</p> <p>What are each of the countries famous for?</p> <p>Where is England in relation to Scotland?</p> <p>Where is Wales in relation to England etc.</p> | <p>Place</p>                          |
| <p><b>Lesson 2: What are the capital cities of the UK?</b></p> <ul style="list-style-type: none"><li>• Understand that each of the countries in the UK have their own <b>capital city</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Draw and locate the four countries of the UK, their capital cities and some of</p>                           | <p>What makes a capital city a capital city?</p>                                                                                                                                                                                                    | <p>Place</p>                          |

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| <ul style="list-style-type: none"> <li>Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have <b>hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</b></li> <li>Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</li> <li>Know that the <b>government</b> of each country is based in its capital city.</li> <li>Know capital cities in the UK and locate these cities on a map of the UK: <b>London, Cardiff, Edinburgh and Belfast</b></li> </ul>                                                                                                                                                                                                                               | <p>other major cities using the four main compass directions.</p>                                                                                                                            | <p>What does a capital city usually look like?</p> <p>Has the capital city of England always been London? Why?</p>                                            |              |
| <p><b>Lesson 3: What waters surround the UK?</b></p> <ul style="list-style-type: none"> <li>Know that the UK is surrounded by: <b>The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</b></li> <li>Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</li> <li>Locate these bodies of water on a map. Understand that body of water is a term used to refer to large areas of water e.g., <b>lakes, seas, oceans.</b></li> <li>Know that the <b>English Channel</b> separate the UK and France, which is another country in Europe.</li> <li>Understand that The English Channel is narrow and at its narrowest point it is only 21 miles wide.</li> <li>Know that to travel to France people can catch a ferry which is a type of boat, or travel under the English Channel through the Channel <b>Tunnel.</b></li> </ul> | <p>Draw and locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.</p> | <p>What cities have a coastline onto the English Channel?</p> <p>What defences do we have from the Seas?</p> <p>What are the benefits of being an island?</p> | <p>Place</p> |

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| <ul style="list-style-type: none"> <li>• Know that people can travel in a car or on a train through the Channel Tunnel.</li> <li>• Know that people swim The English Channel.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                          |                                                                                                   |  |
| <p><b>Lesson 4: What is the Union Jack?</b></p> <ul style="list-style-type: none"> <li>• Know that the <b>National Anthem</b> for the UK is 'God Save The King'.</li> <li>• Know that most countries have a national anthem and this is a special song which is linked to the history of the country.</li> <li>• Know the words to the first verse of the song;<br/> <a href="https://www.youtube.com/watch?v=0a5KcGHwnzA">https://www.youtube.com/watch?v=0a5KcGHwnzA</a></li> </ul> <div data-bbox="206 675 804 1013" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Know that the <b>Union Jack</b> is the national flag of the United Kingdom.</li> </ul> <div data-bbox="206 1091 658 1323" data-label="Image"> </div> | <p>Ask and respond to geographical questions.</p> <p>Recognise geographical symbols.</p> | <p>What does it mean to have a monarchy in the UK?</p> <p>What does the Union Jack represent?</p> |  |

- Know that this combines aspects of three older national flags: the red cross of **St George** for the Kingdom of England, the white saltire (diagonal cross) of **St Andrew** for Scotland, and the red saltire (diagonal cross) of **St Patrick** to represent Ireland.



- Know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a union. The Red Dragon (Wales)

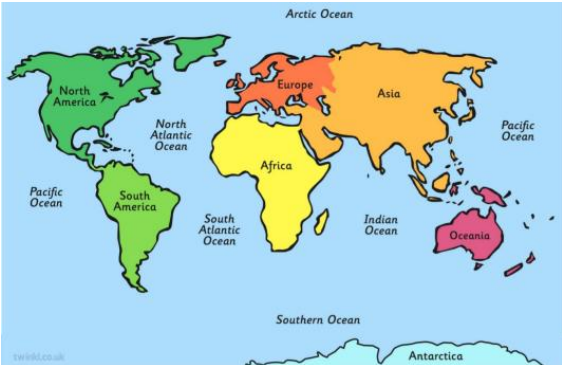


Assessment

Kahoot quiz

Year 1 – Summer Term

Continents and Oceans

| Substantive Knowledge – know what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Procedural Knowledge – know how                                                                    | Geographical enquiry questions.                                                                                                                                                                                                                                       | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What is a continent?</b></p> <ul style="list-style-type: none"> <li>Identify land and water on a map of the world.</li> <li>Know that in the world there are areas of land and areas of water.</li> <li>Understand that areas covered by land are split up into <b>continents</b>.</li> <li>Understand that each continent is split up into smaller areas of land called <b>countries</b>.</li> <li>Know that there are 7 continents and identify them on a map of the world: <b>Europe, North America, South America, Africa, Asia, Oceania and Antarctica</b>.</li> <li>Know that Oceania is often known as Australia or Australasia.</li> <li>Know that we live in a country called England, which is located in Europe and identify England on a map.</li> </ul>  | <p>Draw and locate the locations of continents and oceans on globes and world maps or atlases.</p> | <p>What is makes a good map?</p> <p>How do we use maps?</p> <p>What is the difference between a map and an image?</p> <p>How do we know the world looks like this?</p> <p>How are the continents similar/different?</p> <p>Why does Oceania have different names?</p> | <p>Place</p>                          |

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| <p><b>Lesson 2: What about the world's oceans?</b></p> <ul style="list-style-type: none"> <li>Identify land and water on a map of the world.</li> <li>Know that in the world there are areas of land and areas of water.</li> <li>Know that most of the world is covered in water.</li> <li>Understand that areas covered by water are split up into <b>oceans</b>.</li> <li>Know that there are five oceans in the world: <b>Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</b>.</li> <li>Identify them on a map of the world.</li> <li>Know that on a map the world, there often looks to be two Pacific Oceans.</li> </ul> <p>Understand that this is because the earth is a <b>sphere</b> and they are both part of the same ocean.</p> |                                                                        | <p>How is land and water represented on a map?</p> <p>How are oceans divided?</p> |  |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Label a blank map of the world, identifying the continents and oceans. |                                                                                   |  |

## Year 2 – Autumn term

### London

| Substantive Knowledge – <b>know what</b>                                                                                                                | Procedural Knowledge – <b>know how</b>                                                                 | Geographical enquiry questions.              | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: Where is London?</b></p> <ul style="list-style-type: none"> <li>Know that we live in a <b>country</b> called <b>England</b>.</li> </ul> | Draw and locate the four countries of the UK, their capital cities, some of other major cities and the | Where is London in comparison to Manchester? | <b>Place</b>                          |

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| <ul style="list-style-type: none"> <li>• Know that London is the <b>capital city</b> of England.</li> <li>• Know that a city is the largest type of <b>settlement</b>, containing lots of buildings and lots of people.</li> <li>- They usually have <b>hospitals, sports facilities, universities, shops, offices, many houses</b> and a <b>cathedral</b>.</li> <li>• Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</li> <li>• Identify <b>London</b> on a map of the UK.</li> <li>• Know that some other important cities in England are: <b>Manchester, Birmingham, Newcastle and Liverpool</b> - identify these cities on a map of UK.</li> <li>• Know that Manchester is the nearest city to <b>Oldham</b> and identify Oldham on a map of the UK.</li> <li>• Know that Manchester is in the <b>North of England</b> and that London is in the <b>South of England</b>.</li> </ul> | <p>surrounding seas on a UK map or atlas, using the four main compass directions.</p>                                                                                      | <p>How might the weather differ in the southern part of the UK as apposed to the northern parts of the UK?</p> <p>Who lives at number 9?</p>                                               |                  |
| <p><b>Lesson 2: What would you see in London?</b></p> <ul style="list-style-type: none"> <li>• Know and identify modern <b>landmarks</b> in <b>London</b> and understand their functions: <b>Big Ben, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace</b>.</li> <li>• Understand that these landmarks are <b>human features</b> of London, as they were made by people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Use aerial images and photographs to recognise basic physical and human features.</p> <p>Express their own views about the people, places and environments studied.</p> | <p>How does the landscape of London differ to the landscape here in Oldham?</p> <p>What would it be like to live in London? Would you like it? Why?</p> <p>What are the advantages and</p> | <p>Diversity</p> |

| <table><tr><th>Building</th><th>Function</th></tr><tr><td>Big Ben/Elizabeth Tower</td><td>The bell in the clock tower known as Elizabeth Tower above the Houses of Parliament</td></tr><tr><td>Houses of Parliament</td><td>a meeting place for people in power where many important decisions are made</td></tr><tr><td>Tower Bridge</td><td>a bridge that spans the River Thames</td></tr><tr><td>St Paul's Cathedral</td><td>an important large church in London where the Bishop of London works</td></tr><tr><td>Buckingham Palace</td><td>the London home of the queen and the <b>monarchy</b>.</td></tr></table> | Building                                                                                                                                                                                                                                       | Function                                          | Big Ben/Elizabeth Tower | The bell in the clock tower known as Elizabeth Tower above the Houses of Parliament | Houses of Parliament | a meeting place for people in power where many important decisions are made | Tower Bridge | a bridge that spans the River Thames | St Paul's Cathedral | an important large church in London where the Bishop of London works | Buckingham Palace | the London home of the queen and the <b>monarchy</b> . |  | disadvantages of living in a capital city? |  |
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| Building                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Function                                                                                                                                                                                                                                       |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| Big Ben/Elizabeth Tower                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The bell in the clock tower known as Elizabeth Tower above the Houses of Parliament                                                                                                                                                            |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| Houses of Parliament                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | a meeting place for people in power where many important decisions are made                                                                                                                                                                    |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| Tower Bridge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | a bridge that spans the River Thames                                                                                                                                                                                                           |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| St Paul's Cathedral                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | an important large church in London where the Bishop of London works                                                                                                                                                                           |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| Buckingham Palace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | the London home of the queen and the <b>monarchy</b> .                                                                                                                                                                                         |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| <ul style="list-style-type: none"><li>Know that London has <b>'tube trains'</b> that run underground and this system is called the <b>London Underground</b>.</li><li>Understand that the London Underground is a human feature of London, as it was made by people.</li><li>Know that the King lives at <b>Buckingham Palace</b>.</li><li>Know that the current King is King Charles III.</li><li>Know he is known as the monarch.</li><li>Know that the UK has a royal family.</li><li>Know that the <b>River Thames</b> runs through London.</li></ul>                                                               |                                                                                                                                                                                                                                                |                                                   |                         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |
| <b>Lesson 3: Why is London built around the River Thames?</b> <ul style="list-style-type: none"><li>Know that the <b>River Thames</b> runs through <b>London</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             | Use aerial images and photographs to recognise basic physical features.<br><br>Analyse and communicate geographical information by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocabulary. | Why would you build a community around the river? | Interconnection         |                                                                                     |                      |                                                                             |              |                                      |                     |                                                                      |                   |                                                        |  |                                            |  |



<https://www.youtube.com/watch?v=USIEoKhCptg>

- Know that London was built around the River Thames as it was very useful for people to transport good in boats along the river.
- Know that the River Thames is the second longest river in the UK.
- Know that the River Thames is a **physical feature** of London, as it has not been made by people.

How has the River Thames changed over time?

[https://www.youtube.com/watch?v=FQ49B\\_rCbo](https://www.youtube.com/watch?v=FQ49B_rCbo)

Why is the River Thames important?

**Assessment**

Create a persuasive holiday brochure of London.

## Year 2 – Spring Term

### UK comparative study with Kenya

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Procedural Knowledge – <b>know how</b>                                                                                                                                                 | Geographical enquiry questions.                                                                                                                                                                              | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: Where on Earth is Kenya?</b></p> <ul style="list-style-type: none"><li>• know the 7 <b>continents</b> are – <b>Europe, Asia, Africa, Australasia, North America, South America and Antarctica</b></li><li>• Understand that a <b>continent</b> is a large area of land that contains different countries.</li><li>• know the 7 oceans of the world are – <b>Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</b></li><li>• Know where the <b>Equator</b> is located and the impact this has on temperature.</li><li>• Know that it is an imaginary line drawn around the world.</li><li>• Know that countries near the equator are warmer than those further away from the equator.</li><li>• Know where the <b>North and South Poles</b> are located and understand that these are the coldest places on earth as they are furthest away from the equator.</li><li>• Know that Kenya is a country in the continent of <b>Africa</b>.</li><li>• Know the compass directions: <b>North, South, East, West</b>.</li><li>• Understand directional language: near, far, left, right, forward, backward.</li></ul> | <p>Use maps, atlases and globes to identify countries and capital cities.</p> <p>Use directional language and compass points to describe the location of countries and continents.</p> | <p>How does Kenya differ from the UK?</p> <p>What would it be like to live in Kenya?</p> <p>How has Kenya changed since it became an independent country in 1963, when it was formerly a British colony.</p> | <p>Place</p>                          |

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| <ul style="list-style-type: none"> <li>• Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south from Europe.</li> <li>• Know that Kenya is named after its highest mountain, <b>Mount Kenya</b>.</li> <li>• Know that the capital of Kenya is <b>Nairobi</b>.</li> <li>• Know that Kenya <b>borders</b> five countries: <b>Ethiopia, Somalia, Tanzania, Uganda and South Sudan</b>.</li> <li>• Know that Kenya has a <b>coastline</b> along the <b>Indian Ocean</b>.</li> <li>• Know that Kenya is more than twice the size of Britain.</li> <li>• Know it would take at least 8 hours to travel there from the UK via aeroplane.</li> </ul> |                                                                   |                                                                                                                                                                                                  |                                          |
| <p><b>Lesson 2: What are some Kenya's physical features?</b></p> <p><u>Landscape</u></p> <ul style="list-style-type: none"> <li>• Know that Kenya has many different types of <b>landscapes; mountains, rivers, lakes, deserts, green fields, volcanoes, beaches and cities</b>.</li> </ul> <p><u>Mountains</u></p> <ul style="list-style-type: none"> <li>• Know that the highest <b>mountain</b> in Kenya is <b>Mount Kenya</b></li> <li>• Know that it is the second highest mountain on the continent.</li> <li>• Know that Mount Kenya is an <b>extinct volcano</b>, meaning it will never erupt again.</li> <li>• Know that its highest point is 5199m tall.</li> </ul>                                                            | Use aerial images to recognise basic physical and human features. | <p>How does the landscape of Kenya compare to the UK?</p> <p>How do the physical features of Kenya attract tourism?</p> <p>How do the varied types of landscape in Kenya make it so special?</p> | <p>Diversity</p> <p>Interconnections</p> |



- Know that Kenya has mountains and deep **valleys**.
- Know that Mount Kenya lies on the **equator** but its peaks are covered in snow and sheets of ice called **glaciers** because its peaks are so high.

#### Lakes

- Know that **Lake Victoria** is the largest **lake** in Africa.
- Know that this lake lies mainly in bordering countries of **Tanzania and Uganda** but also borders Kenya.
- Know that Lake Victoria has more than 200 species or kinds of fish.
- Know that it has an area of 26,828 square miles, this is almost the same size as the United Kingdom.



#### Savannas

- Know that **savannas** are **flat grasslands** with scattered trees and shrubs.

- Know that savannas only have two **seasons** instead of four – wet and dry.
- Know that there is so much rain fall in the wet season, which lasts about 6 months, that is known as '**monsoon season**'.
- Know that during these rainy months, a savanna can get 50 to 120cm of rain.
- The soggy weather helps the grasses that grow there to flourish, this creates a habitat where different animals and birds can thrive.
- Know that the native animals in Kenya includes the Big five which are some of the most dangerous types of animals in Kenya that includes the lion, the leopards, the elephant, the rhinoceros and the buffalo. These animals all live in the **savanna regions**.
- <https://www.youtube.com/watch?v=xQEIfcAXIHU>

### Beaches

- Know that Kenya has many beautiful white sandy **beaches**.
- Know that beaches run into the warm Indian Ocean.



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| <ul style="list-style-type: none"> <li>Know that the <b>shoreline</b> is lined with beautiful <b>coral reefs</b>, making Kenya also a superb destination for water sport and diving enthusiasts alike.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                                                                                     |                                       |
| <p><b>Lesson 3/4: What are some of Kenya's human features?</b></p> <ul style="list-style-type: none"> <li>Know that Kenya was inhabited for thousands of years by local tribes.</li> <li>Know that it became an <b>independent nation</b> in 1963.</li> </ul> <p><u>Population</u></p> <ul style="list-style-type: none"> <li>Know that the <b>population</b> of Kenya is around 54 million.</li> <li>Know that this makes Kenya the seventh most populated African country.</li> <li>Know that the majority of people live <b>inland</b> where <b>elevations</b> are higher and temperatures are cooler.</li> <li>Know the capital city of <b>Nairobi</b> is the most populated. Around 9 million people live there.</li> </ul> <p><u>Settlements</u></p> <ul style="list-style-type: none"> <li>Know that there are lots of different types of <b>settlements</b> in Kenya, depending on where you live.</li> </ul> <p>Some parts of Nairobi are <b>built up</b> areas:</p> | <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> <p>Use video clips to compare life in different regions of Kenya.</p> | <p>How does life differ for people living in more urban areas compared to more rural areas?</p> <p>What are the advantages or disadvantages of living in different areas of Kenya?</p> <p>What does it mean to live in poverty?</p> | <p>Diversity<br/>Interconnections</p> |



Other parts of Nairobi are the **slums**:



**Outskirts** of Nairobi:



**Rural** Kenya:



- Know what life is like for children if they live inland, more urban areas (such as Nairobi) compared to living in more rural areas (such as Kimana).

Urban Kenya: [BBC Two - Primary Geography, Postcards, Kenya - Daily Life in Urban Kenya, A day in the life of a child in urban Kenya](#)

Rural Kenya: [Maasai Life Through A Child's Eyes - YouTube](#)

Slums: [Inside Africa's Biggest Slum \(Kibera\) - Nairobi, Kenya \(youtube.com\)](#)

#### Poverty

- Know that 63% of the population in Kenya are living in **poverty**.
- Know that poverty means the condition of being poor; a lack of money.
- Know that poverty affects the following things:

|                          |                       |
|--------------------------|-----------------------|
| Nutrition                | Access to information |
| Physical development     | Water                 |
| Health                   | Sanitation            |
| Education                | Housing               |
| Health-related knowledge |                       |

- There is huge inequality in Kenya. A privileged few enjoy wealth and power while the majority live in poverty.
- Kenya is the 22nd poorest country in the world, and more than half the population have to survive on less than £1.60 a day.
- Know that charities such as Christian Aid and UNICEF work to help those living in poverty.

#### People and Culture

- In Kenya, more than 60 **languages** are spoken and there are more than 40 ethnic groups. Almost everyone there speaks more than one African language.
- School is free in Kenya, but many children are too busy to go to classes. They help their families by working the land, tending cattle, cooking, or fetching water.
- Music and storytelling are important parts of Kenyan **culture**. For centuries, tribes throughout the country have used songs, stories, and poems to pass on their beliefs, history, and customs.

#### **Lesson 4: How does Nairobi compare to London?**

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

What similarities and differences are there between the two capital cities?

Place  
Diversity  
Interconnections

|                                                                                                                     |                                                                                                                      |                                                                                                  |  |  |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|
| <p>Nairobi - Captial of Kenya</p>  | <p>London - Captial of the UK</p>  |                                                                                                  |  |  |
| <p><b>Assessment</b></p>                                                                                            |                                                                                                                      | <p>Write a comparative study of the UK and Kenya, highlighting similarities and differences.</p> |  |  |

## Year 2 – Summer Term

### UK Coasts

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                             | Procedural Knowledge – <b>know how</b>                                                                                                                                                                       | Geographical enquiry questions.                                                                                    | Threads/ Links with pervious learning |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <p><b>Lesson 1: What are the key features of the coast?</b></p> <ul style="list-style-type: none"> <li>Know that the <b>North West of England</b> has a coastline with the <b>Irish Sea</b>.</li> <li>Know key features of a <b>coast</b> and understand which are human features and which are <b>physical features</b>.</li> </ul> | <p>Use aerial images to recognise basic physical and human features.</p> <p>Use simple fieldwork and observational skills to study the human and physical geography of a coastline – <i>school visit</i></p> | <p>What are the differences between man made and natural beaches?</p> <p>Does a coastline always have a beach?</p> | <p><b>Place Interconnections</b></p>  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                            |                                       |
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| <p><b>Cliff</b> - a steep rock face close to the edge of the sea. (Physical)</p> <p><b>Beach</b> - land by the edge of the sea, usually covered with sand or small stones. (Physical)</p> <p><b>Bay</b> - a place where the coast bends inwards and sea fills the space. (Physical)</p> <p><b>Pier</b> - a structure for people to walk along that is built out into the sea. (Human)</p> <p><b>Harbour</b> - a place by the seaside where boats can stay safely in the water. (Human)</p> <p><b>Port</b> - a place where ships can be loaded and unloaded. (Human)</p> |                                                                                                                                                                                                                                                                                                                                                               | <p>How can coastlines differ up and down the country?</p> <p>What is the impact of the human features such as piers and harbours?</p> <p>How could these human features present problems to the landscape/environment?</p> |                                       |
| <p><b>Lesson 2: Why visit Blackpool?</b></p>  <ul style="list-style-type: none"> <li>Know that one of the most famous locations on the North West coast is <b>Blackpool</b>.</li> <li>Understand that Blackpool attracts lots of <b>tourists</b>.</li> <li>Know that tourists are people who visit a place for pleasure.</li> </ul>                                                                                                                                                   | <p>Use simple fieldwork and observational skills to study the human and physical geography of the coast and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos suggesting reasons for the causes of similarities and differences.</p> <p><i>School trip to seaside town.</i></p> | <p>What do we mean by seaside?</p> <p>Why did Blackpool become a seaside resort?</p> <p>What are the advantages/disadvantages of tourism in Blackpool?</p> <p>How has Blackpool changed over time?</p>                     | <p>Diversity<br/>interconnections</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                             |                         |
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| <ul style="list-style-type: none"> <li>Know these important tourist destinations in Blackpool:</li> </ul> <p><b>Blackpool Piers</b><br/>There are 3 piers in Blackpool, each has rides and eating places for people to visit.</p> <p><b>Blackpool Tower</b><br/>This is based on the Eiffel Tower in Paris, France. Blackpool Tower has a famous dance hall called Blackpool Tower Ballroom. It also has a circus, an aquarium and a soft play area.</p> <p><b>Blackpool Illuminations</b> Each year, from August to November, lots of Blackpool is lit up in a special event called the Illuminations.<br/>They first happened in 1879 with just eight lamps. Today, the lights are six miles long and use over a million lightbulbs.</p> <p><b>Blackpool Pleasure Beach</b> This is a large theme park with lots of exciting rides.<br/>Understand that all of these tourist destinations are human features as they have been made by people.</p> |                                                                                                                                                                                                                                                                            |                                                                                                                             |                         |
| <p><b>Lesson 3: How can we care for our coastlines?</b></p> <ul style="list-style-type: none"> <li>Know that Blackpool is affected by <b>pollution</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Use simple fieldwork and observational skills to study the human and physical geography of the coast and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos suggesting reasons for the</p> | <p>Does the amount of pollution change throughout the year?</p> <p>What impact could pollution have on animal habitats?</p> | <p>Interconnections</p> |



- Understand that pollution is when rubbish, smoke and **chemicals** are introduced into the **environment** and are harmful for humans, animals and plants.
- Understand that Blackpool attracts lots of tourists and if these tourists don't take care of the environment when they visit, it can have a negative **impact** on the **environment** in Blackpool.
- Understand that it is important for us to protect the environment and seashores. We can do this by not throwing litter onto the floor or into water and by reusing plastic bags and bottles.

causes of similarities and differences.

*Carry out a simple survey of the coastal area.*

*School trip to seaside town.*

What are the links between population and levels of pollution?

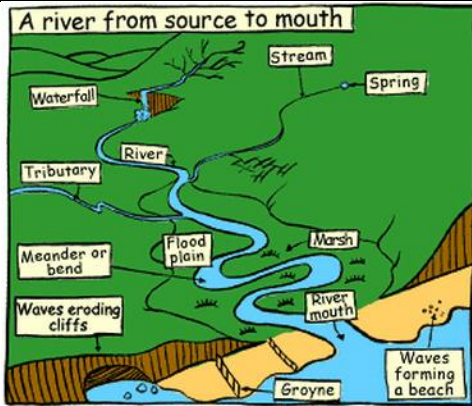
**Assessment**

Hold a debate discussing the impact of tourism on Blackpool.

## Year 3 – Autumn Term

### Rivers and Peaks

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Procedural Knowledge – <b>know how</b>                                | Geographical enquiry questions.                                                                    | Threads/ Links with pervious learning |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------|
| <p><b>Lesson 1: What is a river?</b></p> <ul style="list-style-type: none"><li>• Understand that a <b>river</b> is a large <b>natural stream</b> of water flowing in a <b>channel</b> to the sea, a lake, or another river</li><li>• Know that water always flows <b>downstream</b>, which means it flows downhill towards the sea.</li><li>• Know key vocabulary, be able to identify by pictures and label on a diagram:</li><li>• Know that a <b>stream</b> is a small, narrow river.</li><li>• Know that a <b>canal</b> is a man-made waterway, which is used by boats and ships to transport goods across land.</li></ul> | Use arrows on a map of UK rivers to show the direction of water flow. | How do geographers learn about rivers?<br><br>What is the difference between a stream and a canal? | interconnections                      |
| <p><b>Lesson 2: What path does a river take?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Use geographical vocabulary to describe features of a river.          | How can rivers change over time?<br><br>How do geographers learn about rivers?                     | Interconnections<br>Diversity         |



- Know the path of a river from **source** to **mouth**.
- Know that an **estuary** is where a river meets the ocean and the river and ocean mix.
- Know that the **source** of a river is where it starts.
- Know that a **tributary** is a small river or stream that joins a bigger river.
- Know that the **riverbed** is the bottom of the river and it is usually made of sand, rocks or mud.
- Know that the **riverbank** is land at the side of a river.
- Know that the **mouth** of a river is the end of it, where it meets the sea, a lake or another river.
- Know that the **current** is the strength and speed of a river.

### Lesson 3: What is the longest river in the UK?

- Know the five longest rivers in the UK:
1. **Severn** (354km)
  2. **Thames** (346km)

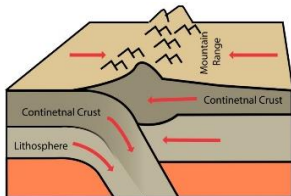
Name and locate key topographical features (rivers) on a map of the UK and understand how some of these

How have these rivers changed over time?

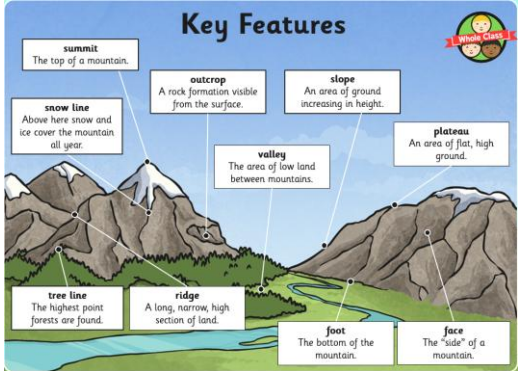
Place

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                   |                                                                                                                   |                                   |
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| <p>3. <b>Trent</b> (298km)<br/> 4. <b>Great Ouse</b> (230km)<br/> 5. <b>Wye</b> (215km)</p> <ul style="list-style-type: none"> <li>Know that the main river through the North West of England is <b>The River Mersey</b> (113km).</li> <li>Plot these 6 rivers on a map of the UK.</li> <li>UKs longest rivers clip: <a href="#">Exploring the UK's longest rivers   KS2 Geography   Year 5 and Year 6 - BBC Bitesize</a></li> <li>Know that rivers can be used as <b>boundaries</b> to separate land.</li> </ul>                                                                                                                                                                                                                                                                                                                                  | <p>aspects have changed over time.</p>                                                                                                            | <p>How has the way we use rivers changed over time?</p> <p>Do all rivers begin from the same type of source?</p>  |                                   |
| <p><b>Lesson 4: What is the longest river in the world?</b></p> <ul style="list-style-type: none"> <li>Know the names and locations of the seven continents: <b>Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. (recap)</b></li> <li>Use knowledge of continents to plot these rivers on a map of the world.</li> </ul> <p>Know the four longest rivers in the world:</p> <ol style="list-style-type: none"> <li><b>Nile</b> (6700km) <i>Africa</i> <ul style="list-style-type: none"> <li>Know this is the worlds longest river.</li> <li>Know that the Nile runs through 11 countries, including <b>Uganda, Sudan</b> and <b>South Sudan</b>.</li> <li>Know that the river is home to lots of wildlife, including one of the biggest reptiles on the planet - the Nile crocodile.</li> </ul> </li> </ol> | <p>Name and locate key topographical features (rivers) on a map of the world and understand how some of these aspects have changed over time.</p> | <p>Why do some scientists/geographers disagree about the longest river in the world? (The Nile or The Amazon)</p> | <p>Place<br/>Interconnections</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
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| <ul style="list-style-type: none"> <li>• Know that every August, Egyptians have a two-week holiday (called Wafaa an-Nil) to celebrate the flooding of the Nile in ancient times. The floodwaters left behind rich, fertile soil which meant that Egyptians could grow crops for food.</li> <li>• Know that the river was often thought of as mysterious by the ancient Egyptians and Greeks, because it flowed from the south to north and <b>flooded</b> at the warmest time of year.</li> </ul> <p>2. <b>Amazon</b> (6400km) <i>South America</i></p> <ul style="list-style-type: none"> <li>• Know that hundreds of waterways make up the Amazon. Because these many rivers add up to a similar length as the Nile, some argue that the Amazon is the longest river in the world - scientists like to fight over it!</li> <li>• Know that the river makes its way through the Amazon rainforest, which is the world's largest <b>tropical rainforest</b>.</li> </ul> <p>3. <b>Yangtze</b> (6300km) <i>Asia</i></p> <ul style="list-style-type: none"> <li>• Know that this is the longest river in Asia and is over half the length of China.</li> <li>• Know that the Yangtze starts in the mountains of the <b>Qinghai province</b> and flows all the way to the sea <b>north of Shanghai</b>.</li> <li>• Know that it is a very important river. Farming and other businesses that use the river provide 40% of China's wealth and it provides about half of all of the fish eaten in China.</li> </ul> |  |  |  |
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| <p>4. <b>Mississippi-Missouri</b> (6000km) <i>North America</i></p> <ul style="list-style-type: none"> <li>• Know that this is North America's second longest river.</li> <li>• Know that its source is at <b>Lake Itasca</b> through to the Gulf of <b>Mexico</b>.</li> <li>• Know that the widest part of the river is <b>Lake Winnibigoshish</b>, where it spans more than 11 miles - that's the size of 150 football pitches.</li> <li>• Know that early European explorers from Europe used the Mississippi River to travel and explore - to eventually discover what was to become the <b>USA</b> as we know it today.</li> </ul>                          |                                                                                                     |  |  |
| <p><b>Lesson 5: Where are the largest mountains?</b></p> <ul style="list-style-type: none"> <li>• Know a mountain is an elevated portion of the Earth's <b>crust</b>, generally with steep sides that show significant exposed <b>bedrock</b></li> <li>• Know that mountains are formed when huge areas of land hit into each other.</li> </ul>  <ul style="list-style-type: none"> <li>• Know the 3 largest mountains in the UK are:<br/> <b>Ben Nevis</b>, in Scotland (1345m)<br/> <b>Snowdon</b>, in Wales (1085m)<br/> <b>Scafell Pike</b>, in England (978m)</li> </ul> | <p>Use maps, atlases, globes, Google Maps and Google Earth to locate mountains/mountain ranges.</p> |  |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                   |                                                                                                                                                                                                 |                  |
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| <ul style="list-style-type: none"> <li>• Locate the 3 largest mountains in the UK on a map.</li> <li>• Know that a <b>topographic map</b> shows <b>elevated</b> areas.</li> <li>• Know the 3 largest mountains in the world are:<br/> <b>Mount Everest, Himalayas, China</b> (8848m)<br/> <b>K2, Karakoram, Pakistan/China</b> (8611m)<br/> <b>Kangchenjunga, Himalayas, Nepal/India</b> (8586m)</li> <li>• Locate the 3 largest mountains in the world on a map.</li> </ul> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjjvwx#:~:text=Mountains%20are%20high%20areas%20of,sea%20level%20at%208%2C848%20meters.">https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjjvwx#:~:text=Mountains%20are%20high%20areas%20of,sea%20level%20at%208%2C848%20meters.</a></p> <ul style="list-style-type: none"> <li>• Know that <b>topographic</b> maps show mountainous areas.</li> <li>• Know that mountains are usually identified by this logo:</li> </ul>  |                                                   |                                                                                                                                                                                                 |                  |
| <p><b>Lesson 6: What are the features of a mountain?</b></p> <ul style="list-style-type: none"> <li>• Know that mountains change over time due to <b>erosion</b>.</li> <li>• Know that erosion is the continual wearing away of rock by rain, ice and wind over time.</li> <li>• Know that no two mountains look the same.</li> <li>• Identify a <b>valley</b> and the <b>summit</b>, <b>foot</b> and <b>slope</b> of a mountain.</li> <li>• Identify an <b>outcrop</b>, a <b>ridge</b>, the <b>tree line</b> and the <b>snow line</b>.</li> <li>• Identify a <b>plateau</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Label and describe features of a mountain.</p> | <p>What challenges do mountain environments present? Why?</p> <p>If you were going to climb a mountain, how would you prepare?</p> <p>Why does the temperature drop higher up the mountain?</p> | <p>Diversity</p> |

|                                                                                                                                                                                       |                                                                               |  |  |
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| <ul style="list-style-type: none"> <li>Draw a mountain range including the key features.</li> </ul>  |                                                                               |  |  |
| Assessment                                                                                                                                                                            | Create a PowerPoint showing what they have learnt about rivers and mountains. |  |  |

### Year 3 – Spring Term

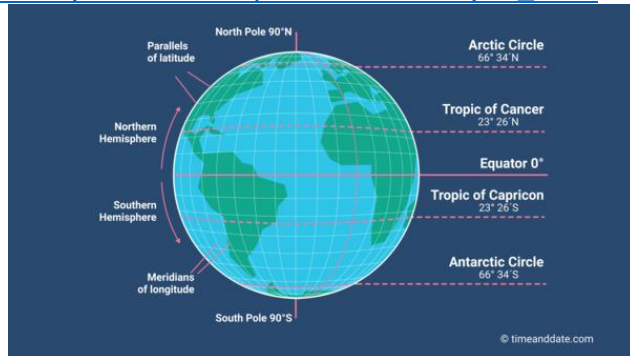
#### Polar Regions

| Substantive Knowledge – know what                                                                                                                                                                                                                       | Procedural Knowledge – know how                                                                       | Geographical enquiry questions.                                                            | Threads/ Links with pervious learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Lesson 1: What is a compass?</b> <ul style="list-style-type: none"> <li>Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</li> </ul>                                                        | Use the 8 points of a compass.                                                                        | How are compasses used?<br><br>Who might use a compass?                                    |                                       |
| <b>Lesson 2: How is the world divided?</b> <ul style="list-style-type: none"> <li>Know where the <b>Equator</b> is located and the impact this has on <b>temperature</b>.</li> <li>Know that it is an imaginary line drawn around the world.</li> </ul> | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern | What hemisphere is the UK in?<br><br>How does global position affect climate of countries? | Place                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                            |                                                               |  |
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| <ul style="list-style-type: none"> <li>• Know that countries near the equator are warmer than those further away from the equator.</li> <li>• Know where the <b>North and South Poles</b> are located and understand that these are the coldest places on earth, as they are furthest away from the equator.</li> <li>• Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</li> <li>• Understand that to help locate where a place is in the world, people use imaginary lines called <b>latitude</b> and <b>longitude</b>.</li> <li>• Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</li> <li>• Understand that the Equator is a line of latitude.</li> <li>• Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</li> <li>• Understand that anything lying south of the Equator is in the <b>Southern Hemisphere</b>.</li> <li>• Understand that anything lying north of the Equator is in the <b>Northern Hemisphere</b>.</li> <li>• Identify the hemispheres on a map:</li> </ul> <p>Know that the <b>Prime Meridian</b> is a line of longitude, which runs through London.</p> <p>Know that anything lying east of the Prime Meridian is in the <b>Eastern Hemisphere</b>.</p> <p>Know that anything west of the Prime Meridian is in the <b>Western Hemisphere</b>.</p> | Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian | Why are latitude and longitude lines helpful for geographers? |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--|

Identify on a map the position of these lines of latitude: **Equator**  
**The Tropic of Cancer**  
**The Tropic of Capricorn**  
**Arctic Circle**  
**Antarctic Circle.**

[https://www.youtube.com/watch?v=LzRkyFE\\_wCE](https://www.youtube.com/watch?v=LzRkyFE_wCE)



### Lesson 3: What is the 'Arctic Circle'?

- Know that the **Arctic Circle** is at the north of the earth.
- Know that the **North Pole** is the most northern point and it is in the Arctic Circle.
- Know that the Arctic Circle is in the **Northern Hemisphere**.
- Know that the Arctic Circle runs through 3 continents: Europe, Asia and North America.
- Know the following countries are within the Arctic Circle:
  - **Norway**
  - **Sweden**
  - **Finland**
  - **Russia**
  - **Alaska**
  - **Canada**
  - **Greenland**

Use maps, atlases, globes, Google Maps and Google Earth to locate and describe countries.

What would you expect countries in the Arctic circle to look like?

How do these countries differ from the UK?

Why would someone visit these countries for tourism?

Place

- **Iceland**

- Understand that only parts of these countries are within the Arctic Circle.
- Know that the **Arctic Ocean** is in the **Arctic Circle**.
- Identify these countries on a world map.
- Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months.
- Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.
- Know that the average temperatures in the Arctic range from about 12oC in the summer to about -34oC in the winter.



**Lesson 4: Can you live in Antarctica?**

- Know that the **Antarctic Circle** is at the south of the earth.

Use maps, atlases, globes, Google Maps and Google

What challenges would you face living in Antarctica?

Place  
Diversity

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| <ul style="list-style-type: none"> <li>• Know that the <b>South Pole</b> is the most southern point and it is in the Antarctic Circle.</li> <li>• Know that the Antarctic Circle is in the <b>Southern Hemisphere</b>.</li> <li>• Know that <b>Antarctica</b> is the only continent inside the Antarctic Circle.</li> <li>• Know that Antarctica is in the <b>Southern Ocean</b>.</li> <li>• Understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it.</li> <li>• Know that Antarctica's winter lasts for 8 months.</li> <li>• Know that Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89oC</li> <li>• Know that the average temperatures range from about 10oC in the summer to -60oC in the winter.</li> <li>• Know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile.</li> <li>• Know that Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.</li> </ul> | <p>Earth to locate and describe countries and their human/physical features, climate zones etc.</p>   | <p>How would you prepare for a visit to Antarctica?</p> <p>Why do humans not live in Antarctica permanently?</p> <p>How do we know about Antarctica if nobody lives there?</p>                             |                        |
| <p><b>Lesson 5: Is there life in the Arctic Circle?</b></p> <ul style="list-style-type: none"> <li>• Understand that Arctic and Antarctic Circles have the coldest <b>climate</b> on earth.</li> <li>• Know that climate refers to 'the <b>weather conditions</b> in an area over a long period of time.'</li> <li>• Know that the coldest recorded temperature in Antarctica is - 89 °C.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Describe and understand key aspects of physical geography, including climate zones and biomes.</p> | <p>Why can not many plants or animals survive in these conditions?</p> <p>What features do animals who live in Arctic and Antarctic circles have that allows them to survive in such harsh conditions?</p> | <p>Place Diversity</p> |

| <ul style="list-style-type: none"><li>• Know that the coldest recorded temperature in the Arctic is <math>-67.7^{\circ}\text{C}</math>. Compare this to today's current temperature in Oldham.</li><li>• Know that within the Arctic and Antarctic Circles is a <b>Tundra Biome</b>.</li><li>• Know that this biome is the coldest and is covered in ice and snow. <u>Not many plants and animals can survive here.</u></li><li>• Know that this biome can only be found near the <b>North and South Poles</b>, where it is coldest.</li><li>• Know that permafrost exists around the North and South Poles and that this is where the ground is frozen for two or more years without thawing.</li><li>• Know that this makes it very difficult for life to flourish.</li><li>• Understand that some animals are able to survive in these harsh <b>environments</b> such as;</li></ul> <p>Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.</p> <p>Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins</p> |                                                                                               |                                                                                     |           |          |                                                                                               |                                                                                     |                                                                                                              |                                                                                                                                                                      |                                                 |
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| <p><b>Lesson 6: What is the difference between Arctic and Antarctic?</b></p> <table><tr><th></th><th>Arctic</th><th>Antarctic</th></tr><tr><td>Location</td><td>Arctic Circle<br/>Northern Hemisphere<br/>Continents - Europe and North America<br/>Arctic Ocean</td><td>Antarctic Circle<br/>Southern Hemisphere<br/>Continent - Antarctica<br/>Southern Ocean</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                               | Arctic                                                                              | Antarctic | Location | Arctic Circle<br>Northern Hemisphere<br>Continents - Europe and North America<br>Arctic Ocean | Antarctic Circle<br>Southern Hemisphere<br>Continent - Antarctica<br>Southern Ocean | <p>Describe and understand key aspects of physical and human geography, including location, climate etc.</p> | <p>What are the similarities and differences between the Arctic and Antarctic?</p> <p>How is it possible for people to live in the Arctic but not in Antarctica?</p> | <p>Place<br/>Diversity<br/>Interconnections</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Arctic                                                                                        | Antarctic                                                                           |           |          |                                                                                               |                                                                                     |                                                                                                              |                                                                                                                                                                      |                                                 |
| Location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Arctic Circle<br>Northern Hemisphere<br>Continents - Europe and North America<br>Arctic Ocean | Antarctic Circle<br>Southern Hemisphere<br>Continent - Antarctica<br>Southern Ocean |           |          |                                                                                               |                                                                                     |                                                                                                              |                                                                                                                                                                      |                                                 |

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| Climate | <ul style="list-style-type: none"> <li>• The Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months.</li> <li>• In the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.</li> <li>• The average temperatures in the Arctic range from about 12oC in the summer to about -34oC in the winter.</li> </ul> | <ul style="list-style-type: none"> <li>• Antarctica's winter also lasts for 8 months.</li> <li>• Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile!</li> <li>• Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.</li> <li>• Antarctica is the coldest and windiest place on Earth.</li> <li>• The lowest temperature ever recorded here was - 89oC.</li> <li>• The average temperatures range from about 10oC in</li> </ul> |  |  |  |
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|                   |                                                                                                                                                                                                                                                                                                                                   | the summer to -60oC in the winter.                                                                                                                                                                                                                                                                                                                                                   |  |  |  |
| Physical Features | <p>Most of the Arctic is covered by water and most of that water is frozen. There are:</p> <ul style="list-style-type: none"> <li>• <b>Mountains</b></li> <li>• <b>Islands</b></li> <li>• <b>Fjords</b></li> <li>• <b>Icebergs</b></li> <li>• <b>Glaciers</b></li> </ul>                                                          | <p>There are:</p> <ul style="list-style-type: none"> <li>• <b>Mountains</b></li> <li>• <b>Seas</b></li> <li>• <b>Valleys</b></li> <li>• <b>Icebergs</b></li> <li>• <b>Volcanoes</b></li> </ul>                                                                                                                                                                                       |  |  |  |
| Human Features    | <ul style="list-style-type: none"> <li>• People have lived in the Arctic for thousands of years.</li> <li>• Only about 4 million people live and work in the Arctic at the moment (for comparison, there are 66 million in the UK).</li> <li>• In the winter, it can get so cold that it's too dangerous to go outside</li> </ul> | <ul style="list-style-type: none"> <li>• No people permanently live in Antarctica because it is too cold for them to live there for a long time.</li> <li>• Scientists take turns living there for short periods of time to study the ice and the animals.</li> <li>• Tourists also sometimes visit in the summer.</li> <li>• There are no towns or cities in Antarctica.</li> </ul> |  |  |  |

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|                                                                                                                                                                                                                  | <p>without special clothing and equipment.</p> <ul style="list-style-type: none"> <li>• Strong storms and <b>blizzards</b> can make travel very difficult and heating a home can be expensive without trees for a fire.</li> <li>• Mining for oil and gas, and fishing are important activities in the Arctic.</li> </ul> |                                                                                              |                                                                                        |                                                                                              |                               |
| Animals                                                                                                                                                                                                          | Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.                                                                                                                                                                                                                                    | Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins |                                                                                        |                                                                                              |                               |
| <p><b>Lesson 7: What is 'Global Warming'?</b></p> <ul style="list-style-type: none"> <li>• Understand that <b>climate change</b> (or <b>global warming</b>), is the process of our planet heating up.</li> </ul> |                                                                                                                                                                                                                                                                                                                           |                                                                                              | Understand that geographers learn about the world by observing and collecting data and | What is the impact of Global Warming?<br><br>What can be done to help combat global warming? | Diversity<br>Interconnections |

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| <ul style="list-style-type: none"> <li>• Know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C.</li> <li>• Understand that humans contribute to global warming by:</li> </ul> <p>Burning <b>fossil fuels</b> (burning coal and oil)<br/> <b>Farming</b> (cows producing methane gas)<br/> <b>Deforestation</b> (cutting down trees)</p> <ul style="list-style-type: none"> <li>• Understand that this can have a negative impact for our world, especially in the Arctic and Antarctic.</li> <li>• Understand that a warmer climate could affect our planet in a number of ways:</li> </ul> <p><b>More rainfall</b><br/> <b>Changing seasons</b><br/> <b>Shrinking sea ice</b><br/> <b>Rising sea levels</b></p> <ul style="list-style-type: none"> <li>• Know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.</li> <li>• Understand that this is destroying the habitats of the animals living in these <b>environments</b> and they are struggling to survive.</li> <li>• Understand that we can help <b>climate change</b> by:</li> </ul> <p>Walking or cycling rather than travelling in cars or buses.<br/> Using less energy - turn off lights, TVs, laptops etc when you aren't using them.</p> <p><b>Recycling</b><br/> <a href="https://www.bbc.co.uk/bitesize/guides/zwvh82p/revision/1">https://www.bbc.co.uk/bitesize/guides/zwvh82p/revision/1</a></p> | <p>information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>Is Global Warming a concern for everyone?</p> <p>How to scientists/geographers monitor changes to the planet?</p> |  |
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| Assessment | Create a fact file about the Arctic Circle |
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### Year 3 – Summer Term

#### Europe - Italy

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Procedural Knowledge – <b>know how</b>                                                                        | Geographical enquiry questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: Where is Italy?</b></p> <ul style="list-style-type: none"> <li>• Know that Italy is located within the continent of <b>Europe</b>.</li> <li>• Know that Italy is located in Southern Europe in an area called the <b>Mediterranean</b>.</li> <li>• Understand that the area is called this, as it surrounds the <b>Mediterranean Sea</b>.</li> <li>• Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe.</li> <li>• Know that Italy has two large islands: <b>Sardinia</b> and <b>Sicily</b>.</li> <li>• Recognise that Italy is often compared to the shape of a boot with the island of <b>Sicily</b> at the end of the 'boot'.</li> <li>• Using knowledge of how to use an atlas and map reading, locate Sardinia and Sicily on a map of Europe.</li> </ul> | <p>Draw and locate the locations of continents, countries and oceans on globes and world maps or atlases.</p> | <p>How is Italy similar/different to the UK in terms of size, location, population, shape and bordering countries?</p> <p>Why is the Vatican City a self-governed country?</p> <p>Why does Italy represent itself with a tricolour flag? What do the colours represent and tell us about the geography of Italy? (White for the snowy Alps and other mountain regions; green for the plains and the hills; and red for the blood spilt in the Italian wars of independence).</p> | <p>Place<br/>Diversity</p>            |

- Understand that within Italy, there are two small countries which **govern** themselves: **San Marino** and **The Vatican City**.
- Using knowledge of how to use an **atlas** and map reading, locate San Marino and The Vatican City on a map of Europe.



- Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian).

What words could be used to describe this place?

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| <p><b>Lesson 2: What are the physical features of Italy?</b></p> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>Understand that <b>climate</b> is the weather in a location over a long period of time.</li> <li>Know that Italy is warmer than the UK as it is further South, closer to the <b>equator</b>.</li> <li>Know that Italy has a Mediterranean climate which has mild winters and hot, dry summers.</li> <li>Know The north of Italy is generally cooler (especially in the mountains) and can get snow in winter.</li> </ul> <p><b>Coast</b></p> <ul style="list-style-type: none"> <li>Know that a coast is where the land and sea meet.</li> <li>Know that Italy has a large <b>coastline</b>.</li> <li>Know that the Italian coast is a mixture of sandy beaches and rocky <b>cliffs</b></li> </ul> | <p>Looking at topographic and climate zone maps.</p> <p>Use aerial images to recognise basic physical and human features.</p> | <p>Why is the north of Italy cooler than the south?</p> <p>Why do the mountainous areas in northern Italy have snow?</p> <p>How would life differ living in northern or southern Italy?</p> <p>How could the physical features of Italy draw in tourism?</p> <p>How is the landscape similar/different to the UK?</p> | <p>Diversity<br/>Interconnections</p> |

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| <p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>• Know that a mountain is a large <b>landform</b> that rises above the surrounding land.</li> <li>• Know that there are two mountain ranges:</li> <li>• <b>The Alps</b> which cut across the top of the country.</li> <li>• <b>The Apennines</b> mountains stretch south down the entire length of the country.</li> </ul> <p><b>Lakes</b></p> <ul style="list-style-type: none"> <li>• Know that a lake is a large body of water.</li> <li>• Know that there are long, thin lakes located in the north of Italy.</li> <li>• Understand that these lakes can be found dotted between the Alps.</li> <li>• Know that the largest of these lakes is <b>Lake Garda</b>.</li> </ul> <p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Understand that a volcano is an opening in the <b>earth's crust</b> from which hot <b>molten</b> rock, gas, steam and ash from inside the Earth, sometimes burst out of.</li> <li>• Know that there are 3 active <b>volcanoes</b> in Italy:</li> </ul> <p><b>Mount Etna</b> (which is the tallest active volcano in Europe)<br/> <b>Mount Vesuvius</b><br/> <b>Mount Stromboli</b></p> <ul style="list-style-type: none"> <li>• Understand that active means they have had at least one <b>eruption</b> during the past 10,000 years.</li> <li>• Understand that these volcanoes contribute to farming in the region, as the land around them is <b>fertile</b> and things grow easily there.</li> </ul> |  | <p>How do the active volcanoes affect people living in these areas? (Naples)</p> <p>What do humans rely on from the physical features of Italy?</p> |  |
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| <p><b>Lesson 3: What are the human features of Italy?</b></p> <ul style="list-style-type: none"> <li>• Know the Italian is spoken in Italy.</li> <li>• Know that the religion of Italy is <b>Christianity</b>.</li> <li>• Know that the population of Italy is around 60 million people (similar to UK's 66million people).</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Know that Italy is famous for its <b>art, architecture, and culture</b>.</li> <li>• Know that famous Italian painters include Leonardo da Vinci and Michelangelo.</li> <li>• Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children.</li> <li>• Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil.</li> </ul> <p><b>Famous Landmarks</b></p> <ul style="list-style-type: none"> <li>• <b>The Colosseum</b></li> </ul> <p>Also called Flavian <b>Amphitheatre</b>.<br/>It is a giant <b>amphitheatre</b> built in the Ancient Roman times.<br/>It was built almost 2000 years ago.</p>  <ul style="list-style-type: none"> <li>• <b>The Vatican City</b></li> </ul> | <p>Use aerial images and age appropriate graphs to acquire and discuss geographical information.</p> <p>Use maps, atlases, globes, Google Maps and Google Earth or Digi maps to locate mountains, mountain ranges, volcanoes (in relation to tectonic plates) and different settlements of the world.</p> <p>Use photographs of famous landmarks.</p> | <p>How does the make-up of Italy compare to the UK? (religion, population etc)</p> <p>How does the culture in Italy differ from mine?</p> <p>How can the human features of Italy promote tourism?</p> <p>Would I like to live in Italy? Why?</p> <p>How has the culture of Italy impacted on the human features?</p> | <p><b>Diversity Interconnections</b></p> |
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Vatican City is its own country near **Rome**. It is the smallest country in the world.

It is the headquarters of the Roman Catholic church and is home to the **Pope**



- **Grand Canal**

The Grand Canal is the main **waterway** through Venice.



- **Pompeii**

Pompeii is a preserved ancient Roman city.

Nearly 2000 years ago Mt Vesuvius erupted, leaving **neighbouring** cities under ash. This **preserved** the cities exactly as they were.



- **Duomo di Milano**

Cathedral of Milan



- **Leaning Tower of Pisa**

A tower which is famous for leaning to one side.



- **Cinque Terre**

Traditional **fishing villages**, which are famous for their colourful buildings.



### Cities

Know 3 key cities in Italy:

- **Rome**

Rome is the capital city of Italy.

Rome was the capital of the Roman Empire, meaning that in the city there are still remnants of this time.

Buildings in the city are a mix of ancient and modern.

The **population** of Rome is 4.2 million people.

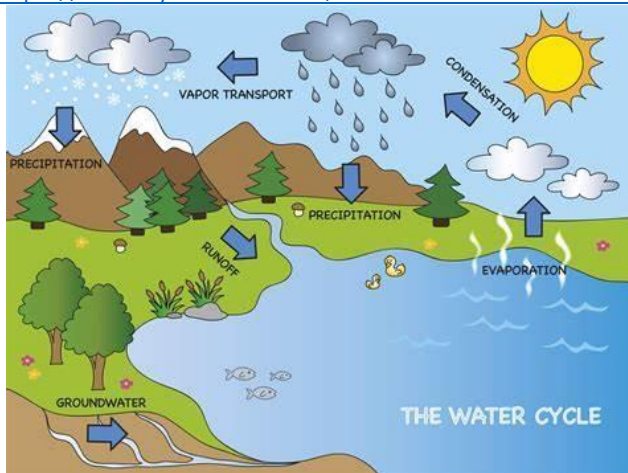
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| <ul style="list-style-type: none"> <li>• <b>Milan</b><br/>Milan is a city in the North of Italy<br/>Milan is famous around the world for fashion and design.<br/>The population of Milan is 3.1 million people.</li> <li>• <b>Venice</b><br/>Venice is a city in North-eastern Italy.<br/>It is built on more than 100 small islands in a <b>lagoon</b> in the <b>Adriatic Sea</b>.<br/>Venice is unique because the city doesn't have roads.<br/>Instead, there are <b>canals</b> throughout the city and people travel on boats.<br/>The population of Venice is around 270,000 people.</li> </ul> <p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• Know that tourism is very important in Italy.</li> <li>• Know that tourists are people who visit a place for pleasure.</li> <li>• Know that there are around 62 million tourists who visit Italy each year - this is larger than the population of Italy.</li> <li>• Understand that when visiting Italy, tourists like to:</li> </ul> <p>Visit landmarks and cities<br/>Visit coasts and sea<br/>Visit mountains - especially for skiing in the winter.</p> |                                     |  |  |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Create a holiday brochure of Italy. |  |  |

## Year 4 – Autumn Term

### Water Cycle and Rivers

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Procedural Knowledge – <b>know how</b>                                                                                                           | Geographical enquiry questions.                                                                                                                                                                                     | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What is the water cycle?</b></p> <ul style="list-style-type: none"><li>• Know that the water cycle is the study of the <b>water cycle</b> is part of the discipline of physics, (the hydrologic cycle) - the study of the processes that shape our world and how we use it.</li><li>• Know the term for each part of the water cycle: <b>evaporation, condensation, precipitation, runoff</b></li><li>• Know that evaporation is when water changes from a liquid to vapour (gas) as a result of becoming hotter.</li><li>• Understand that water becomes vapour at 100 °C as it is the boiling point of water.</li><li>• Know that we measure temperature using degrees Celsius (°C)</li><li>• Know that in many countries they use a <b>Fahrenheit scale</b>.</li><li>• Know that condensation is the name of the process when water vapour changes into liquid through cooling.</li><li>• Know that condensation also refers to the liquid as it appears on windows on a cold day.</li><li>• Know that as water condenses clouds form in the sky. When it is cool enough, and a vast amount of water has formed, it falls in the form of rain and is called precipitation.</li></ul> | <p>Describe and understand key aspects of the water cycle.</p> <p>Constructing labelled diagrams, using appropriate geographical vocabulary.</p> | <p>How does the water cycle relate to weather conditions like humidity, clouds and precipitation?</p> <p>How do these patterns change over time based on temperature and the dynamic nature of the water cycle?</p> | <p><b>Interconnections</b></p>        |

- Understand that water will change from a liquid to a solid when cooled to 0°C and that this is the freezing process. When ice melts, it becomes liquid which becomes part of the water cycle again.
- Know that about 70% of the earth's surface is water.
- Know that about 96% of earth's water is stored in the **oceans**.
- Know that the remaining 4% is stored in **rivers, lakes, ice caps, glaciers, water vapour** in the **air**, in the **soil** and even in animals.
- <https://www.youtube.com/watch?v=1fkWLbZFbJM>



## Lesson 2: What course does a river take?

- Know that a river is large **natural stream** of water flowing in a channel to the **sea, a lake**, or another river.
- Know that water always flows **downstream**, which means it flows downhill towards the sea.

Describe and understand key aspects of rivers.

Constructing labelled diagrams, using appropriate geographical vocabulary.

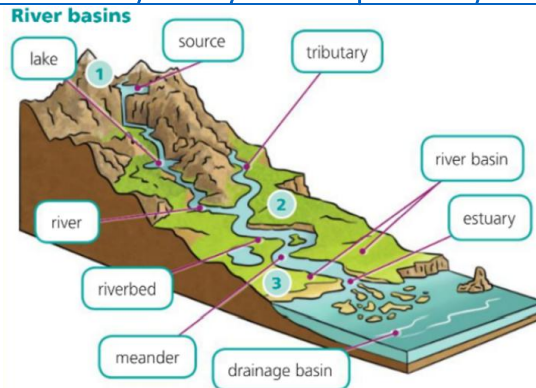
What are the rivers in my local area like?

How can rivers change over time?

Interconnections

- Use arrows on a map of UK rivers to show the direction of water flow.
- Know that a **stream** is a small, narrow river.
- Know that a **canal** is a man-made waterway, which is used by boats and ships to transport goods across land.
- Know that an **estuary** is where a river meets the ocean and the river and ocean mix.
- Know that the **mouth** of a river is the end of it, where it meets the sea, a lake or another river.
- Know that the **source** of a river is where it starts.
- Know that a **tributary** is a small river or stream that joins a bigger river.
- Know that the **riverbed** is the bottom of the river and it is usually made of sand, rocks or mud.
- Know that the **current** is the strength and speed of a river.
- Know that the **riverbank** is land at the side of a river.

<https://www.bbc.co.uk/teach/class-clips-video/articles/z6qsf4j>



**Lesson 3: What are the rivers of the UK? (recap year 3)**

Use the eight points of a compass to locate and

How are rivers used?

Place

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                       |                                                                                                                                                 |                                   |
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| <ul style="list-style-type: none"> <li>Know five longest rivers in the UK:</li> </ul> <ol style="list-style-type: none"> <li><b>Severn</b> (354km)</li> <li><b>Thames</b> (346km)</li> <li><b>Trent</b> (298km)</li> <li><b>Great Ouse</b> (230km)</li> <li><b>Wye</b> (215km)</li> </ol> <p>Plot these rivers on a map of the UK.</p> <ul style="list-style-type: none"> <li>Know that the main river running through <b>Oldham</b> is the <b>River Medlock</b> and that it starts in Oldham and flows to Manchester City Centre.</li> <li>Know that the River Medlock joins the <b>River Irwell</b> in the city centre and then eventually joins the <b>River Mersey</b> in <b>Salford</b> before arriving at the <b>Irish sea</b> (plot this journey on a map).</li> </ul>                                                                                                                        | <p>describe geographical features: rivers on a map.</p> <p>Use aerial images to acquire and discuss geographical information.</p>                                                                                                                                     |                                                                                                                                                 |                                   |
| <p><b>Lesson 4: What is the longest river in England?</b></p> <ul style="list-style-type: none"> <li>Know that <b>England</b> is a country in the UK.</li> <li>Know that <b>London</b> is the <b>capital city</b> of England.</li> <li>Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</li> <li>Know that people from England are called <b>English</b>.</li> <li>Know that the longest river in England is called the <b>River Thames</b>.</li> <li>Know that the River Thames is located in the <b>south</b> of England.</li> <li>Know that the River Thames winds its way across several counties: <b>Wiltshire, Gloucestershire, Oxfordshire, Berkshire, Buckinghamshire, Surrey and Greater London</b>.</li> <li>Know that the Thames travels through the centre of London.</li> </ul> | <p>Use aerial images to acquire and discuss geographical information.</p> <p>Ask and respond to geographical questions using evidence to support answers.</p> <p>Use the eight points of a compass to locate and describe geographical features: rivers on a map.</p> | <p>What challenges might the geography pose to the people/animals who live here?</p> <p>Why would settlements be built along the riverside?</p> | <p>Place<br/>Interconnections</p> |

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| <ul style="list-style-type: none"> <li>Understand that the settlement of London was built around the River Thames, as the river made it easier to travel and transport goods for trade.</li> <li>Understand that a county is an area of the UK which is made up of different settlements - <b>hamlets, villages, towns</b> and <b>cities</b>.</li> <li>Using knowledge of how to use an <b>atlas</b> and <b>map</b> reading, locate the River Thames and the counties it travels through on a map of the UK.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                             |                                                                                                                             |                  |
| <p><b>Lesson 5: Why settle near a river?</b></p> <ul style="list-style-type: none"> <li>Know that often there are major <b>towns</b> and <b>cities</b> along the route of a river.</li> <li>Know that this is because historically people have built <b>settlements</b> near rivers.</li> <li>Know that rivers lend themselves to human settlement for a number of reasons: <ul style="list-style-type: none"> <li>Rivers are an important <b>source</b> of fresh water.</li> <li>They have been used for <b>irrigation</b> for thousands of years.</li> <li>They have been used to transport goods (trade) and people.</li> <li>They were used for exploration of new lands.</li> </ul> </li> <li>Know that Irrigation is a way for farmers to get water to their crops.</li> <li>Know that today, there are lots of capital cities that are located next to rivers.</li> <li>Know that London, England's capital city, is located on the <b>River Thames</b>.</li> </ul> | Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. | <p>What are the advantages/ disadvantages of living near a river?</p> <p>Why was the river Severn used as a trade link?</p> | Interconnections |



- Know that the **River Sever** is the longest river in the UK.
- Know that hundreds of years ago, the River Sever in the UK was the second busiest river in the whole of Europe.

### Lesson 6: What can we do about water pollution?

- Know that **pollution** is anything that is introduced into a habitat which has a harmful effect on plants and animals living there.
- Know that water pollution can disrupt and negatively impact nature's [water cycle](#) as well.
- Know some of the causes of river pollution.
  - **Agricultural run off** (fertiliser, pesticides etc ending up in the water)
  - **Flooding**
  - **Littering**
  - **Oil spills**
  - **Sewage**

Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.

Who does water pollution hurt the most?

What could the long term affects of water pollution be on the environment?

Interconnections

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                           |                                                                            |                         |
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| <ul style="list-style-type: none"> <li>• Know some of the effects of water pollution on drinking water.</li> <li>• Know that <b>contaminated</b> water is impure water.</li> <li>• Know that contaminated water can be a major cause of illness.</li> <li>• Know that for over 1 billion people on the planet, clean water is nearly impossible to get.</li> <li>• Know that diseases spread by unsafe water.</li> <li>• Describe some of the ways water pollution affects animals.</li> <li>• Know that pollution in the water can reach a point where there isn't enough oxygen in the water for the fish to breathe, therefore they suffocate.</li> <li>• Pollution can affect whole <b>food chains</b>.</li> <li>• Animals can get caught up in litter dropped into the water.</li> <li>• Know some of the ways to reduce water pollution: <ul style="list-style-type: none"> <li>- Be careful about what you throw down your sink or toilet. Don't throw paints, oils or other forms of litter down the drain.</li> <li>- Use environmentally friendly household products, such as cleaning products and toiletries.</li> <li>- Taking great care not to overuse pesticides and fertilisers. This will prevent runoffs of the material into nearby water sources.</li> <li>- Don't throw litter into rivers, lakes or oceans.</li> </ul> </li> </ul> |                                                                                                                           |                                                                            |                         |
| <p><b>Lesson 7: Why do rivers flood?</b></p> <ul style="list-style-type: none"> <li>• Know that a flood is a large amount of water covering an area of land that is usually dry.</li> <li>• Know that <b>floods</b> can happen anywhere in the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Describe and understand key aspects of natural disasters; flooding.</p> <p>Understand that geographers learn about</p> | <p>How can your position on the land affect possibilities of flooding?</p> | <p>Interconnections</p> |

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| <ul style="list-style-type: none"> <li>• Know that floods can be small, and only cover a small space, or they can cover an entire city.</li> <li>• Know that normally when rain falls, it falls into a place already holding water such as a lake or river.</li> <li>• Know that if too much rain falls too quickly, the lakes and rivers holding the water can become too full and begin to overflow.</li> <li>• Know that areas that are higher up in a town are not usually as affected as areas of low round.</li> <li>• Know that even when the rain stops, it can take a long time for flood waters to go back down.</li> <li>• Know that eventually the flood waters soak into the ground or evaporate.</li> <li>• Know that flood water can be dangerous, as it picks up germs and objects.</li> <li>• Know that people living near bodies of water often have to be prepared, keeping an emergency kit.</li> <li>• Know that some places have flood shelters.</li> <li>• Know some of the things that can make flooding worse and identify if they are human or natural made.</li> <li>• Storms and heavy rain - <b>natural</b></li> <li>• <b>Deforestation</b> - <b>human</b></li> <li>• Buildings and hard surfaces – <b>man made</b></li> <li>• Steep hills - natural</li> <li>• Very wet ground – natural</li> <li>• Know some of the influences of flooding such as <b>climate change</b> (heavy rainfall and <b>extreme weather</b>)</li> <li>• Know that the north and west of the UK has higher chances of flooding.</li> </ul> | <p>the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> | <p>How does the shape of the landscape affect flooding?</p> <p>How are threats of flooding monitored?</p> <p>What defences are in place to prevent flooding?</p> |  |
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- Know that there are lots of **hills and mountains** in the west;
- Winds travelling from the Atlantic bring, warm, moist air to the west of Britain.
- The air flows over the hills and mountains.
- The air cools and condenses forming clouds.
- It begins to rain.
- The air flows to the other side of the mountain – it warms up and becomes drier.
- Know that storms could become more frequent due to climate change.
- Know that storms are named to raise awareness, this enables the public to keep themselves, their homes and businesses safe.
- Know that storms are named in this country by the **Met Office**.
- Know that storms are named in alphabetical order.



## Assessment

Create a Newsround report about Water Cycles, rivers and flooding

## Year 4 – Spring Term

### Scandinavia

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Procedural Knowledge – <b>know how</b>                                                                                                                                                                                  | Geographical enquiry questions.                                                                             | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: Where on earth is Scandinavia?</b></p> <p>Recap of previous learning from year 3:</p> <ul style="list-style-type: none"><li>• Identify the <b>equator</b></li><li>• Know that countries near the equator are warmer than those further away from the equator.</li><li>• Know where the <b>North and South Poles</b> are located and understand that these are the coldest places on earth, as they are furthest away from the equator.</li><li>• Know that it is extremely difficult for humans to survive at the <b>North and South Pole</b> because of the cold temperatures.</li><li>• Understand that to help locate where a place is in the world, people use imaginary lines called <b>latitude</b> and <b>longitude</b>.</li><li>• Understand that the Equator is a line of latitude.</li><li>• Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</li><li>• Understand that anything lying south of the Equator is in the <b>Southern Hemisphere</b>.</li><li>• Understand that anything lying north of the Equator is in the <b>Northern Hemisphere</b>.</li><li>• Identify the hemispheres on a map.</li></ul> | <p>Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features and climate zones</p> <p>Use the 8 points of a compass to describe position.</p> | <p>What makes these countries unique?</p> <p>How does the position of the countries affect the climate?</p> | <p>Place<br/>Diversity</p>            |

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| <ul style="list-style-type: none"> <li>• Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</li> <li>• Know that the <b>Prime Meridian</b> is a line of longitude, which runs through London.</li> <li>• Know that anything lying east of the Prime Meridian is in the <b>Eastern Hemisphere</b>.</li> <li>• Know that anything west of the Prime Meridian is in the <b>Western Hemisphere</b>.</li> <li>• Identify on a map the position of these lines of latitude: <b>Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle</b> and <b>Antarctic Circle</b>.</li> <li>• Know that the <b>Arctic Circle</b> is at the north of the earth.</li> <li>• Know that the <b>North Pole</b> is the most northern point and it is in the Arctic Circle.</li> <li>• Know that the Arctic Circle is in the <b>Northern Hemisphere</b>.</li> <li>• Know that three <b>continents</b> are within the Arctic Circle:<br/>Europe - <b>Russia, Iceland, Denmark, Norway, Sweden and Finland</b><br/>Asia - <b>Russia</b><br/>North America - <b>USA, Canada</b></li> <li>• Understand that only parts of these countries are within the Arctic Circle.</li> <li>• Understand that Scandinavia is located within the Arctic Circle, in Northern Europe.</li> <li>• Understand that 3 countries (<b>Norway, Denmark and Sweden</b>) make up Scandinavia.</li> </ul> |  |  |  |
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| <ul style="list-style-type: none"> <li>• Know that these countries are colder than the UK as they are further North, away from the equator.</li> <li>• Using knowledge of how to use an atlas and map reading, locate these countries on a map of Europe.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                               |                                                |                  |
| <p><b>Lesson 2: What are the human and physical features of Denmark?</b></p> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>• Know that <b>Denmark</b> is a country in <b>Northern Europe</b>.</li> <li>• Know that it is made up of the <b>Jutland Peninsula</b> and more than 400 islands in the <b>North Sea</b>.</li> <li>• Know that Denmark shares a land border with <b>Germany</b> and is connected to Sweden by a bridge called <b>Oresund Bridge</b>.</li> </ul>  <p>The map shows Denmark in yellow, with Sweden to the north and Germany to the south. The capital, Copenhagen, is marked on the eastern coast of Denmark. The North Sea is to the west.</p> <ul style="list-style-type: none"> <li>• Know that Denmark is mainly a flat with some gentle rolling <b>hills</b>.</li> <li>• Around 65% of Denmark is farmland and 11% <b>woodlands</b>.</li> <li>• Denmark has beautiful beaches around it's <b>coastline</b>.</li> </ul> | <p>Describe and understand key aspects of human and physical features.</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.</p> | <p>Would you like to live in Denmark? Why?</p> | <p>Diversity</p> |

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| <ul style="list-style-type: none"> <li>• Denmark has a distinctly <b>coastal climate</b>, with mild, damp winters and cool, unsettled summers.</li> <li>• August and October are the wettest months.</li> <li>• Days are short in winter, with about 6 hours of daylight in December and January.</li> <li>• Daylight in summer lasts 18-20 hours.</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>• Know that Denmark is a <b>Danish</b> speaking country.</li> <li>• Know that the most common religion in Denmark is <b>Christianity</b>.</li> <li>• Know that the <b>population</b> of Denmark is around 5.8 million (compared to UK's 66 million)</li> <li>• Know that <b>Copenhagen</b> is the capital city and is the most populous.</li> <li>• Know that the people of Denmark are known as '<b>Danes</b>' They are Nordic Scandinavians.</li> <li>• Many people are considered to be blonde, blue eyed and tall.</li> <li>• Danes are considered to have one of the highest standards of living in the world.</li> </ul> <p><b>Famous Landmarks</b></p> <ul style="list-style-type: none"> <li>• <b>Rosenberg Castle</b></li> </ul> <p>The castle is in Copenhagen. It houses royal treasures, art and thrones.</p> |  |  |  |
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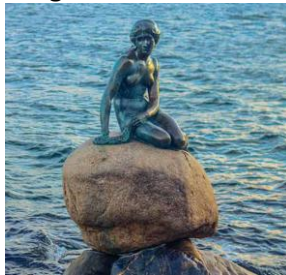
- **Tivoli Gardens**

This is an amusement park inspired by Walt Disney.



- **The Little Mermaid**

The Little Mermaid statue is one of the most famous landmarks in Copenhagen.



**Lesson 3: What are the human and physical features of Norway?**

**Physical Features**

- Know that **Norway** is in **Northern Europe**.

Describe and understand key aspects of human and physical features.

What are the advantages and disadvantages of living in Norway?

Diversity

- Know that part of the country is in the **Arctic Circle**.
- Know that Norway borders **Sweden, Finland** and **Russia**.
- They have short winters and long, bright days in the summer.
- The north of Sweden includes parts above the Arctic Circle, so their summers aren't as consistently warm.
- Snow on the **mountains** or **hills** in this part of the country stays all year round.
- Know that Norway is often known as the 'Land of the Midnight Sun', because during the summer months they have around 20 hours of sunlight a day.
- Know its **coastline** meets the **Arctic Ocean**, the **Atlantic Ocean** and the **North Sea**.



- Know that there are many **fjords** (long passages of water with high **cliffs** on either side).



Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.

- Know that sometimes you can spot the **Northern Lights**.



- Know there are many islands off the **coast**.
- Know the highest **peak** is called **Galgthopiggen**.



#### Human Features

- Know that the official language of **Norway** is **Norgegian**.
- Know that the main religion is **Christianity**.
- Know that the **population** is around 5 million.
- Know that the **Capital City** is **Oslo**.

#### Famous Landmarks



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                       |  |
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| <ul style="list-style-type: none"> <li>• <b>Oslo Opera House</b></li> </ul> <p>Oslo is the capital city of Norway<br/>There are often opera and ballet shows held here.</p> <p><a href="#">Let's Take a Journey: Norway - Basic Social Studies for Kids! (youtube.com)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                       |  |
| <p><b>Lesson 4: What are the human and physical features of Sweden?</b></p> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>• Know that <b>forests</b> cover 50% of <b>Sweden</b>.</li> <li>• Ancient forests, broadleaved <b>woodlands</b>, <b>mountains</b>, and <b>wetlands</b> provide rich habitats for many endangered animals and birds.</li> <li>• Swedes love the <b>countryside</b> and Sweden was the first country in Europe to create <b>national parks</b>.</li> <li>• Know that there are also around 100,000 lakes dotted around the <b>landscape</b>.</li> <li>• Sweden's Arctic north has been called the 'land of the midnight sun' because during the summer months the sun never sets.</li> <li>• Even in <b>Stockholm</b>, the summer nights last only for four hours and the sky doesn't deepen beyond twilight.</li> <li>• Winter lasts until May and the nights are long and the days are short.</li> <li>• In autumn and spring, there are spectacular light shows in northern Sweden known as the "aurora borealis," or "northern lights." The dazzling green or red lights, which fill the late night sky, are caused by</li> </ul> | <p>Describe and understand key aspects of human and physical features.</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.</p> | <p>What are the advantages and disadvantages of living in Sweden?</p> |  |

collisions of tiny particles high in the Earth's atmosphere.



**Human Features**

- Know that **Norway** is in **Northern Europe**.
- Know that part of the country is in the **Arctic Circle**.
- Know that Sweden is **bordered** by **Finland** and **Norway** and is connected to **Denmark** by a bridge.
- The capital city is called **Stockholm**
- People in Sweden speak **Swedish**.
- The **population** is 9.5 million people.

**Assessment**

Create a holiday brochure for Scandinavia.

## Year 4 – Summer Term

### Trade

| Substantive Knowledge – know what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Procedural Knowledge – know how                                                                                                                                  | Geographical questions.                                                                                                                                                   | Concepts/ Links with pervious learning |
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| <p><b>Lesson 1: What is trade?</b></p> <ul style="list-style-type: none"><li>• Know that <b>trade</b> is buying and selling things</li><li>• Know that trade is an important way for countries to make money and has been happening across the world for hundreds of years.</li><li>• Know that today, <b>goods</b> are carried around the world in <b>container ships</b> from port to <b>port</b> and by aeroplane.</li></ul>  <p>Container ships are used to transport goods all around the world.</p> <ul style="list-style-type: none"><li>• Know that people in the UK can sell goods to other countries who want to buy them.</li></ul> | <p>Observe and collect information and data using a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed.</p> | <p>Why would we import goods from other countries?</p> <p>Why can some of these goods not be sourced within the UK? What impact might this have on British companies?</p> | <p>Interconnection</p>                 |

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| <ul style="list-style-type: none"> <li>• Know that sending goods to sell in other countries is called <b>export</b>.</li> <li>• Know that people might buy goods from other countries for various reasons: <ul style="list-style-type: none"> <li>• they can't make the goods themselves</li> <li>• the goods could be cheaper</li> <li>• They might be better <b>quality</b>.</li> </ul> </li> <li>• Know that importing is when one country <b>buys</b> things from another country. For example, in the UK it is hard to grow fruit such as bananas and oranges, so these are imported from other countries.</li> <li>• Know that <b>sometimes</b> countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a <b>service industry</b>.</li> <li>• Know that <b>the</b> service industry is the UK's main industry today. We import more goods than we export.</li> <li>• Know that some of the UK's top <b>exports</b> are: <ul style="list-style-type: none"> <li>- cars</li> <li>- medicine</li> <li>- aircraft parts</li> <li>- gold</li> <li>- financial services</li> </ul> </li> <li>• Know that some of the UK's top <b>imports</b> are: <ul style="list-style-type: none"> <li>- crude oil and gas from Norway, the USA and the Middle East</li> </ul> </li> </ul> |  |  |  |
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| <ul style="list-style-type: none"> <li>- clothing from China</li> <li>- computers from China</li> <li>- cars from Germany</li> <li>- Fruit from Spain</li> <li>- fish from Iceland</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                       |                                   |
| <p><b>Lesson 2: What are the UK's trade links?</b></p> <ul style="list-style-type: none"> <li>• Know that the UK has reached peak levels of imports and exports.</li> <li>• Know that the UK's level of imports has been consistently higher than the level of exports. This means that the UK is in a <b>Trade deficit</b>, meaning we import more goods and services than we export.</li> <li>• Know the difference between imports and exports varies between countries.</li> <li>• Know that some countries we have a <b>trade surplus</b> with in other countries we have a trade deficit.</li> <li>• Know that the biggest trade deficit we have is with Germany, as we import much more than we export to them. The biggest trade surplus is with the USA, as we export much more than we import from them.</li> <li>• Know that a lot of the UK's goods and services are exported through the EU.</li> <li>• Know that as of 2016 43% of the UK's goods and services are exported to the UK.</li> <li>• Know that 53.8% of the UK's imports come from the EU.</li> <li>• Know that the UK imports goods from many other countries such as (highest <b>rates</b> to lowest rates);</li> </ul> | <p>Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their trade links.</p> <p>Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs using appropriate geographical vocabulary.</p> | <p>What are the benefits of trading with these countries?</p> <p>What impact could a trade deficit have on the country?</p> <p>What impact does Brexit have on these trade links?</p> | <p>Place<br/>Interconnections</p> |

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| <ul style="list-style-type: none"> <li>- Germany</li> <li>- China</li> <li>- Netherlands</li> <li>- USA</li> <li>- France</li> <li>- Belgium</li> <li>- Italy</li> <li>- Norway</li> <li>- Spain</li> <li>- Ireland</li> </ul> <ul style="list-style-type: none"> <li>• Know that the UK exports goods to many other countries (highest rates to lowest rates);</li> <li>- USA</li> <li>- Germany</li> <li>- Netherlands</li> <li>- Switzerland</li> <li>- China</li> <li>- France</li> <li>- Ireland</li> <li>- Belgium</li> <li>- Spain</li> <li>- Italy</li> </ul> |                                                                                                                                                                                      |                                                                                                 |                                      |
| <p><b>Lesson 3: Is the process of trade fair?</b></p> <ul style="list-style-type: none"> <li>• Know that <b>Fairtrade</b> is when people who make the things we buy are treated fairly and paid properly for their hard work.</li> </ul>                                                                                                                                                                                                                                                                                                                              | <p>Express their own views about the Fairtrade process, giving reasons. Compare their views with others.</p> <p>Reach geographical conclusions and begin to debate the impact of</p> | <p>What are the advantages/disadvantages of fair trade?</p> <p>Why is fair trade important?</p> | <p>Interconnection<br/>diversity</p> |

- Know that Fairtrade is essential for people working in poorer, less **developed countries**.
- Fairtrade groups have been set up to form positive relationships between **producers and buyers**.
- Fairtrade logos are on the packaging of items to tell us if the product is Fairtrade.



- Fairtrade tries to ensure that people are paid enough money for the products they make and that they are not overworked or working in bad **conditions**.
- Fairtrade wants to ensure farmers and producers in poorer countries receive fair payments for their crops, products, and hard work.
- One of the earliest founders of the Fairtrade movement was Edna Byler. In 1946, Byler, who was an American businesswoman, visited a women's sewing group run by the Mennonite Central Committee (MCC) in Puerto Rico.
- She began selling the group's crafts to friends and neighbours in the United States.
- In 1962, her project was adopted by the MCC as the Overseas Needlework and Crafts Project.
- In the 1940s and 50s, some groups started to work together to ensure farmers and workers, particularly in poor countries, got a fair deal.

geographical processes and human effects on the world, from given evidence.

Why are not all goods fairly traded?

What are the wider effects of Fairtrade on the communities that provide the goods?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                           |                                                    |                             |
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| <ul style="list-style-type: none"> <li>• Over time, more and more people around the world started to support Fairtrade, and it became a bigger movement. In 1992, the Fairtrade Foundation was <b>established</b>.</li> <li>• Since 2000, Fairtrade sales and <b>customer</b> awareness have grown a lot. There are lots more Fairtrade products available including tea, chocolate, sugar, vanilla, and fruit.</li> <li>• In 2002, the first World Fairtrade Day was held.</li> <li>• When we buy things that are Fairtrade, it means that the people who make them are treated fairly and paid a good <b>wage</b>. This helps them and their families have a better life.</li> <li>• Fairtrade helps farmers and workers access more training and better machinery to improve their chances of running a successful business.</li> <li>• Fairtrade also tries to ensure the environment is taken care of and that products are made in a way that doesn't hurt the Earth.</li> <li>• Farmers and workers are guaranteed the Fairtrade Minimum Price for their crop. It means they are more likely to be able to cover essentials costs, including food, education and healthcare.</li> <li>• <a href="https://www.youtube.com/watch?v=kr8fTPF4aFI">https://www.youtube.com/watch?v=kr8fTPF4aFI</a></li> </ul> |                                                                                                                                                                           |                                                    |                             |
| <p><b>Lesson 4: What is the global economy?</b></p> <ul style="list-style-type: none"> <li>• Know that the word <b>economy</b> describes how a country or place is doing in making goods, and how much money it has.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be</p> | <p>How can supply and demand change over time?</p> | <p>Interconnectio<br/>n</p> |

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| <ul style="list-style-type: none"> <li>• The amount a country sells and makes is called <b>economic activity</b>.</li> <li>• If a country has a lot of goods that are in high demand then it can become <b>wealthier</b> by selling them. Businesses employ more people to make goods and people have more money to spend. This is known as a <b>boom</b> or an <b>upturn</b>.</li> <li>• If demand falls, then prices will also fall. As a consequence, this will make the country poorer. Businesses employ fewer people and people have less money to spend. This is known as a <b>slump</b>, or a <b>downturn</b>.</li> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/z7jdnrd#zpk7m39">https://www.bbc.co.uk/bitesize/articles/z7jdnrd#zpk7m39</a></li> <li>• If people want to sell things there must be other people who want to buy them.</li> <li>• The more people want something, the more <b>demand</b> there is. That means that they can be sold for more money.</li> <li>• If there are lots of people selling (or <b>supplying</b>) the same <b>goods</b>, and there are not many people who want to buy those goods, then the demand will drop and the prices will be lower.</li> <li>• Know that this is called <b>supply and demand</b>.</li> <li>• Know that the economy includes industries such as; <ul style="list-style-type: none"> <li>- manufacturing – making things to be sold, such as clothing, toys or equipment.</li> <li>- Agricultural –growing or cultivating, such as food crops and animals.</li> </ul> </li> </ul> | <p>revised as we collect new data and information.</p> |  |  |
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| <ul style="list-style-type: none"> <li>- Service – where people sell a service or skill, such as banking, insurance or hospitality.</li> <li>• Know that a trade deal is a set of rules agreed between two or more countries on how they buy and sell goods and services to each other.</li> <li>• Know that a country will enter into trade deals with another country if they believe it will benefit their economy.</li> <li>• Countries need a market for the goods they produce for export or the services they have to offer. Trade deals also make trading easier.</li> <li>• The UK had a special trading agreement with a block of countries called the European Union.</li> <li>• In June 2016 the people of the UK voted for the UK to leave the <b>European Union</b>.</li> <li>• Know that this is referred to as <b>Brexit</b>.</li> <li>• Since then, the UK government has been looking to make good trade deals with other countries.</li> </ul> |                                            |  |  |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Write a non-chronological report on Trade. |  |  |

## Year 5 – Autumn Term

### UK – The North West

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Procedural Knowledge – <b>know how</b>                                                                                                                                                                                        | Geographical enquiry questions.                                    | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What is the North West made of?</b></p> <ul style="list-style-type: none"><li>• Know that 4 countries make up the <b>UK</b>.</li><li>• Know and locate the countries in the UK: <b>England, Wales, Scotland and Northern Ireland</b>.</li><li>• Know that we live in England, which is a country in the UK</li><li>• Understand that England is split up into counties.</li><li>• Understand that a county is an area of the UK which is made up of different <b>settlements</b> - <b>hamlets, villages, towns and cities</b>.</li><li>• Understand that each county has its own <b>council</b>, which is responsible for services such as: education, transport and policing.</li><li>• Know that there are 48 counties in England.</li><li>• Know that in the <b>North-West of England</b>, the counties are: <b>Cheshire, Merseyside, Greater Manchester, Lancashire and Cumbria</b>.</li><li>• Know where these counties are located on a map of the UK.</li><li>• Know that Oldham is located within the county of Greater Manchester.</li><li>• Know that there are 10 '<b>boroughs</b>' within <b>Greater Manchester</b>: <b>Bury, Rochdale, Oldham, Tameside,</b></li></ul> | <p>Use locational/directional language, the 8 points of a compass, 6-figure grid references, maps with keys.</p> <p>Create detailed maps and label physical features.</p> <p>Understand and interpret topographical maps.</p> | <p>How do settlements differ in different counties of England?</p> | <p>Place<br/>Diversity</p>            |

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| <p><b>Stockport, Manchester, Trafford, Salford, Wigan and Bolton.</b></p> <ul style="list-style-type: none"> <li>• Using knowledge of how to use an <b>atlas</b> and <b>map</b> reading, locate Oldham on a map of England.</li> <li>• Know that Oldham is situated near <b>The Pennines</b>.</li> <li>• Understand that The Pennines are a range of <b>hills</b> and <b>mountains</b> that separate North-West England from West Yorkshire.</li> <li>• Understand that <b>West Yorkshire</b> is a <b>county</b>.</li> </ul>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                 |                                                 |
| <p><b>Lesson 2: Is the North West a great place to live?</b></p> <ul style="list-style-type: none"> <li>• Know that city is the largest type of <b>settlement</b>, containing lots of buildings. Know that cities usually have <b>hospitals, shops, offices, universities, many houses and a cathedral</b>.</li> <li>• Know that the biggest cities in the <b>North West</b> are <b>Carlisle, Chester, Liverpool and Manchester</b>.</li> <li>• Know how to locate these cities on a map of the North West.</li> <li>• Know that Manchester is the closest city to <b>Oldham</b>.</li> <li>• Know these important <b>landmarks</b> and be able to identify them from photographs:</li> </ul> | <p>Describe and understand key aspects of human and physical features.</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>What is the 'North/South divide'?</p> <p>How do to the two differ?</p> <p>What does this mean in terms of quality of living in the North West?</p> <p>How do the choices we make impact the environment?</p> | <p>Place<br/>Diversity<br/>Interconnections</p> |

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| <p><b>Manchester Town Hall</b><br/>This is the headquarters of Manchester City Council.</p>                                                                                     |  |  |  |  |
| <p><b>Beetham Tower</b><br/>This is one of the tallest buildings in Manchester and is an iconic building in the Manchester <b>skyline</b>. It has a hotel and flats inside.</p> |  |  |  |  |
| <p><b>Manchester Central Library</b><br/>This is a library in Manchester.</p>                                                                                                   |  |  |  |  |
| <p><b>The Printworks</b><br/>This was once a newspaper printing house for over 100 years. It is now home to restaurants and a cinema.</p>                                       |  |  |  |  |

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| <b>Urbis</b><br>This is a modern building which is home to the National Football Museum and restaurants.                                                                                                                                                             |  |  |  |  |
| <b>Old Trafford Stadium</b><br>This is the football ground for Manchester United Football Club.                                                                                                                                                                      |  |  |  |  |
| <b>The City of Manchester Stadium</b><br>It is the football ground for Manchester City Football Club, also known as The Etihad.                                                                                                                                      |  |  |  |  |
| <ul style="list-style-type: none"> <li>Know that these landmarks are <b>human features</b> because they are made by humans</li> </ul>                                                                                                                                |                                                                                   |  |  |  |
| <u>The River Mersey and the Bridgewater Canal</u>                                                                                                                                                                                                                    |                                                                                   |  |  |  |
| <ul style="list-style-type: none"> <li>Know that the <b>River Mersey</b> and the <b>Bridgewater Canal</b> both go through Greater Manchester and Merseyside.</li> <li>Know that they are both waterways. Know that there are differences between the two:</li> </ul> |                                                                                   |  |  |  |
| <b>The River Mersey</b>                                                                                                                                                                                                                                              | <b>The Bridgewater Canal</b>                                                      |  |  |  |
| Is a river                                                                                                                                                                                                                                                           | Is a canal                                                                        |  |  |  |
| Physical feature – rivers are created naturally NOT by people.                                                                                                                                                                                                       | Human feature – canals are created by humans.                                     |  |  |  |

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| <p>Deeper and wider than a canal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Shallower and narrower than rivers.</p> |  |  |  |
| <ul style="list-style-type: none"> <li>• Know that <b>canals</b> are <b>man-made rivers</b> used to transport items.</li> <li>• Know that before canals were used to transport items by long boats and <b>canal barges</b> before we had roads and motorways.</li> <li>• Know that canals have changed over time and that they aren't used to transport goods anymore because we now have lorries that can travel on our roads and motorways.</li> <li>• Know that canals and barges are mostly used for leisure.</li> <li>• Know that the <b>Bridgewater Canal</b> and the <b>River Mersey</b> have been affected by <b>pollution</b>.</li> <li>• Know that pollution is litter, smoke and chemicals are introduced into the <b>environment</b> and are harmful to humans, plants and animals.</li> <li>• Know that this pollution have affected the Bridgewater Canal and the River Mersey and that plants and animals find it difficult to survive there.</li> <li>• Know that it is important to look after and protect our environment.</li> <li>• Know that we can do this by not throwing litter on the floor and recycling.</li> <li>• Know that since the 1980's people have worked hard to clean up the Bridgewater Canal and the River Mersey and that plants and animals have return to the waterways.</li> </ul> |                                            |  |  |  |

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| <p><b>Lesson 3: How has Oldham changed over time?</b></p> <ul style="list-style-type: none"> <li>• Understand that the <b>settlement</b> of <b>Oldham</b> has changed over time.</li> <li>• Understand that from 865 to the 1800s Oldham was a collection of small settlements.</li> <li>• Know that during the 1800s Oldham became one of the fastest growing towns in the UK, due to its cotton spinning and <b>milling industry</b>.</li> <li>• Understand that this time was called the <b>Industrial Revolution</b> and it was a time when large factories began to be built which took advantage of new machines that could make products on a large scale.</li> <li>• Know that during this time roads and canals were built around Greater Manchester to transport goods.</li> <li>• Know that Oldham was once known as the 'Cotton Spinning Capital of the World' and 1911, there were over 360 mills, operating night and day.</li> <li>• Know that Canals were used to transport cotton in and out of the town.</li> <li>• Understand that the Industrial Revolution changed Britain from a land of <b>small towns, villages</b> and <b>farms</b> into a land of <b>cities, large towns</b> and <b>factories</b>.</li> <li>• Know that Oldham's location near <b>The Pennines</b> was a contributing factor in the development of cotton mills, due to fast flowing rivers that travelled down The Pennines and the damp air. The damp air meant that the cotton threads were less likely to snap. The</li> </ul> | <p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this.</p> | <p>Why was Oldham a good place for Cotton Mills to be located?</p> <p>How has the industrial revolution changed the landscape of Oldham?</p> <p>What are the similarities between Oldham pre 1800s to now?</p> | <p>Diversity<br/>Interconnections</p> |
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rivers were used to turn water wheels to make power for the mill.

## Lesson 4: How has Oldham changed over time?

Understand how Oldham has changed over time:

|                    | Prior to the Industrial Revolution                                                                            | During the Industrial Revolution                                                                                                                                                                                                                              | Modern Day                                                                                                                                                                                                                                       |
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| <u>Population</u>  | 1714 - 2,000 people                                                                                           | During the industrial revolution the population of Oldham increased massively.<br>1801 - 12,000 people<br>1901 - 137,000 people<br>Many people moved to Oldham to work in the factories.                                                                      | 2020 - 236 155 people                                                                                                                                                                                                                            |
| <u>Settlements</u> | Collections of small settlements, such as hamlets and villages.                                               | Terraced houses were built quickly for people to live in, near the factories they worked. This led to the development of Oldham to become a town.<br>As the population grew, so did the need for other facilities such as: small shops, churches and schools. | In modern day Oldham is a large town. Due to its high population, there are many different types of housing in Oldham. Oldham now has a wide range of buildings and facilities such as: schools, shops, restaurants, cinemas, churches, mosques. |
| <u>Environment</u> | Lots of green space.<br>Large expanses of countryside.<br>Very few buildings or roads.<br>Rivers and streams. | Canals and roads were built to transport cotton.<br>Lots of the fields and greenspace were destroyed as factories and housing were built on them.                                                                                                             | Most Oldham is developed.<br>Lots of roads and a motorway.<br>In the centre of Oldham, fields and countryside have been lost.                                                                                                                    |



Oldham from **Glodwick** by James Howe Carse (1831) depicts the early skyline and industrial activities of Oldham. All the green space is now **urbanised** (built upon).

Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.

Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.

What is the impact of the increase in population in Oldham? Is this a positive or negative change?

Why have settlements changed in the area?

Place  
Diversity  
Interconnections

|            |                                                                                                        |
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| Assessment | Create a comparative non chronological report about how the geography of Oldham has changed over time. |
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## Year 5 – Spring Term

### Europe – Natural Disasters

| Substantive Knowledge – know what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Procedural Knowledge – know how                                                      | Geographical enquiry questions.                                              | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What layers make up the Earth?</b></p> <ul style="list-style-type: none"> <li>Know the <b>structure</b> of the Earth - <b>crust, mantle, outer core</b> and <b>inner core</b>.</li> <li>Know that the crust is a layer of rock around the Earth.</li> <li>Know that the mantle forms about half of the Earth</li> <li>Know that the <b>upper mantle</b> is hard but there is <b>magma</b> (liquid rock) beneath.</li> <li>Know that the core is mostly made of <b>iron</b>.</li> <li>Know that temperatures at the core can reach 5500oC</li> <li>Know that the earth's <b>crust</b> is made up of different pieces, called <b>tectonic plates</b>.</li> <li>Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.</li> <li>Know that the edges of <b>plates</b>, where two plates meet, are called <b>fault lines</b> or faults.</li> </ul> | Describe and understand key aspects of physical geography of the world; earthquakes. | Which countries sit along the 'fault lines' – what could this mean for them? | Place<br>Interconnections             |

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| <ul style="list-style-type: none"> <li>Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to <b>earth tremors</b> or <b>earthquakes</b>.</li> <li>Understand that faults can rub together, push toward each other, or pull away from each other.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                    |                                   |
| <p><b>Lesson 2: Are volcanoes just destructive?</b></p> <ul style="list-style-type: none"> <li>Know the structure of a volcano including <b>magma chamber, main vent, secondary vent, secondary cone, crater</b>.</li> <li>Know how to label a diagram of a <b>volcano</b>.</li> <li>Know that sometimes when a volcano erupts under the sea an island can form (e.g. <b>Galapagos islands</b> in the <b>Pacific Ocean</b>)</li> <li>Know that volcanoes can be described in terms of activity and can be:</li> </ul> <p><b>Active</b> - A volcano that has erupted recently and is likely to erupt again.</p> <p><b>Dormant</b> - A volcano that has not <b>erupted</b> for a long time, however, it may still erupt in the future.</p> <p><b>Extinct</b> - A volcano that erupted thousands of years ago and will probably never erupt again.</p> <ul style="list-style-type: none"> <li>Know that volcanic eruptions can have a <b>devastating effect</b> on people and the environment.</li> <li>However, volcanoes can also have a <b>positive impact</b> on an area. These positive impacts can help to explain why people choose to live near volcanoes.</li> </ul> | <p>Describe and understand key aspects of physical geography of the world; volcanoes.</p> <p>Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p>Use physical maps, atlases, globes, Google Maps and Google Earth to locate and describe physical features; volcanoes.</p> | <p>Why would someone choose to settle near a volcano?</p> <p>How do experts monitor the activity of volcanoes?</p> | <p>Interconnections<br/>Place</p> |

| Positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Negative                                                                                                                                   |                                                                                                                                         |                                                      |                  |
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| The dramatic scenery created by volcanic eruptions attracts tourists. This brings income to an area.                                                                                                                                                                                                                                                                                                                                                                                                         | Many lives can be lost as a result of a volcanic eruption. Human and natural landscapes can be destroyed and changed forever               |                                                                                                                                         |                                                      |                  |
| The lava and ash deposited during an eruption breaks down to provide valuable nutrients for the soil. This creates very fertile soil which is good for agriculture.                                                                                                                                                                                                                                                                                                                                          | If the ash and mud from a volcanic eruption mix with rain water or melting snow, fast moving mudflows are created. These can be dangerous. |                                                                                                                                         |                                                      |                  |
| When volcanoes erupt underwater, islands can form which otherwise wouldn't have existed. E.g. The Galapagos Islands, Hawaii                                                                                                                                                                                                                                                                                                                                                                                  | Gases released from volcanoes can suffocate animals and people.                                                                            |                                                                                                                                         |                                                      |                  |
| <ul style="list-style-type: none"> <li>Know that there are 3 active volcanoes in Italy:</li> </ul> <ol style="list-style-type: none"> <li><b>Mount Etna</b> (which is the tallest active volcano in Europe)</li> <li><b>Mount Vesuvius</b></li> <li>Mount Stromboli</li> </ol> <ul style="list-style-type: none"> <li>Understand that active means they have had at least one eruption during the past 10,000 years.</li> </ul> <p>Further information: <a href="#">Explore volcanoes - BBC Bitesize</a></p> |                                                                                                                                            |                                                                                                                                         |                                                      |                  |
| <p><b>Lesson 3: Why does the Earth shake?</b></p> <ul style="list-style-type: none"> <li>Know that <b>earthquakes</b> are a violent jolt that shakes the land.</li> </ul>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                            | Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the | How do experts monitor the magnitude of earthquakes? | Interconnections |

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| <ul style="list-style-type: none"> <li>• Understand that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors or earthquakes.</li> <li>• Know that earthquakes are measured on the <b>Richter Scale</b>.</li> <li>• Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.</li> <li>• Understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens.</li> <li>• Know that many earthquakes are very small and unnoticeable.</li> <li>• Know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.</li> <li>• Understand that occasionally stronger earthquakes happen and these can be very dangerous.</li> <li>• Know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.</li> <li>• Understand that the place directly above the ground where the earthquake starts is called the <b>epicentre</b>.</li> <li>• Understand that the further you are away from the epicentre, the less you feel the earthquake.</li> </ul> <p>Further information: <a href="#">Explore earthquakes - BBC Bitesize</a></p> | <p>world can be revised as we collect new data and information.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> | <p>What is the impact of living in an area affected by earthquakes?</p> |  |
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| <p><b>Lesson 4/5: What is a tsunami?</b></p> <ul style="list-style-type: none"> <li>• Know that <b>Tsunami</b> is a Japanese word which means 'harbour wave'.</li> <li>• Know that a tsunami is a large sea wave caused by a large volume of water, being moved.</li> <li>• Know that they are often caused by earthquakes happening under the ocean.</li> <li>• Know that a tsunami looks like a very large wave.</li> <li>• Understand a tsunami flows onto the land in large waves, causing destruction and <b>flooding</b>.</li> <li>• Know about one of the most destructive tsunamis in history happened in <b>Indonesia</b> in 2004.</li> <li>• Know that on 26<sup>th</sup> December 2004 a catastrophic tsunami hit in the <b>Indian Ocean</b>.</li> <li>• Understand that the series of immense ocean waves caused widespread destruction and loss in several countries on the ocean's rim.</li> <li>• Know that an earthquake with a <b>magnitude</b> of 9.1 on the <b>Richter scale</b>, making it one of the largest earthquakes in recorded history, caused the subsequent tsunami.</li> <li>• Know that the waves hit the eastern coasts of <b>India</b> and <b>Sri Lanka</b>, some 750 miles (1,200 kilometers) away. Within seven hours of the quake, waves washed ashore in <b>East Africa</b>, more than 1,800 miles (3,000 kilometers) away on the other side of the Indian Ocean.</li> </ul> | <p>Describe and understand key aspects of physical geography of the world; tsunamis.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> | <p>How do experts detect and measure tsunamis?</p> <p>What are the damaging effects of tsunamis?</p> <p>How are earthquakes and tsunamis connected?</p> <p>How do tsunamis change the landscape of affected areas?</p> | <p>Place<br/>Interconnections</p> |
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- Know that some locations reported that the waves had reached a height of 30 feet (9 meters) or more when they hit the **shoreline**.
- Know that the tsunami killed at least 225,000 people across a dozen countries, with Indonesia, Sri Lanka, India, **Maldives**, and **Thailand** sustaining massive damage.
- Know that Indonesian officials estimated that the death toll there alone exceeded 200,000, concentrated in the Aceh province of **northern Sumatra**. Tens of thousands were reported dead or missing in Sri Lanka and India; a large number of them were from the Indian Andaman and Nicobar Islands **territory**. The low-lying island country of Maldives reported more than a hundred casualties and immense economic damage. Long-term **environmental damage** was severe throughout the affected areas.



- Understand how tsunamis are measured and detected.

<https://www.youtube.com/watch?v=oMhVHM6WwWQ>

- Understand how the landscape has changed since the disaster 10 years on.

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| <a href="https://www.youtube.com/watch?v=nE3b3NYMFfg">https://www.youtube.com/watch?v=nE3b3NYMFfg</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                     |                                                                                                                                  |                  |
| <b>Lesson 6: What are the other forms of natural disaster?</b> <ul style="list-style-type: none"> <li>Know that an <b>avalanche</b> is a large mass of snow that falls down the side of a mountain.</li> <li>Know that <b>floods</b> are a large amount of water covers an area which is usually dry, for example when a river flows over its banks</li> <li>Know that <b>forest fires</b> are large, uncontrolled fires in a forest or wooded area</li> <li>Know that <b>hurricanes</b> are an extremely violent wind or storm</li> <li>Know that a <b>tornado</b> is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.</li> </ul> | <p>Study photos and videos of these phenomena.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>What part does climate have to play on natural disasters?</p> <p>What part does Global warming have on natural disasters?</p> | Interconnections |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Create a fact file about natural disasters                                                                                                                                                                                          |                                                                                                                                  |                  |

## Year 5 – Summer Term

### North America - The Amazon Rainforest and Brazil

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                        | Procedural Knowledge – <b>know how</b>                                                                    | Geographical enquiry questions.                                               | Threads/ Links with pervious learning |
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| <b>Lesson 1: Where is the Amazon Rainforest?</b> <ul style="list-style-type: none"> <li>Know the names and locations of the seven continents: <b>Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.</b> (recap)</li> </ul> | Use maps, atlases, globes, Google Maps and Google Earth to locate and describe the position of a country. | What are the similarities and differences between these countries and the UK? | Place                                 |

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| <ul style="list-style-type: none"> <li>Know the names of the countries in South America – <b>Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela.</b></li> <li>Using knowledge of how to use an atlas and map reading, locate these countries on a map of South America.</li> <li>Know the location of the <b>equator</b> and the Tropics of Cancer and Capricorn.</li> <li>Know that these are lines of <b>latitude</b>.</li> <li>Identify Northern and Southern <b>Hemispheres</b>.</li> <li>Know that most of South America is located in the Southern Hemisphere.</li> <li>Know that <b>the Amazon River</b> and the <b>Amazon rainforest</b> are located in South America.</li> </ul>               | <p>Use the eight points of a compass, six figure grid references to locate.</p>                                                                                                                                                                                                                                               | <p>How does their position in the world affect the climate?</p>                                                                                                                |                                   |
| <p><b>Lesson 2: Where is the Amazon river?</b></p> <ul style="list-style-type: none"> <li>Recap the five longest rivers in the world:</li> </ul> <ol style="list-style-type: none"> <li><b>Nile</b> (6700km) <i>Africa</i></li> <li><b>Amazon</b> (6400km) <i>South America</i></li> <li><b>Yangtze</b> (6300km) <i>Asia</i></li> <li><b>Mississippi-Missouri</b> (6000km) <i>North America</i></li> <li><b>Yenisei-Angara-Selenga</b> (5500km) <i>Europe/Asia</i></li> </ol> <p>View aerial photographs of these rivers.</p> <ul style="list-style-type: none"> <li>Know that the Amazon River is located in South America.</li> <li>Know that the river starts in the Andes Mountains of <b>Peru</b> and travels through <b>Ecuador, Colombia,</b></li> </ul> | <p>Use aerial images, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities.</p> <p>Use the eight points of a compass and six figure grid references.</p> <p>Use locational/directional language.</p> | <p>Why is the river important to its locality?</p> <p>What affects does the river have on the amazon rainforest environment?</p> <p>What is the route of the Amazon river?</p> | <p>Place<br/>Interconnections</p> |

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| <p><b>Venezuela, Bolivia, and Brazil</b> before emptying into the <b>Atlantic Ocean</b>.</p> <ul style="list-style-type: none"> <li>• Understand that the <b>Amazon River</b> is so long, that it flows through completely different environments and landscapes on its journey to the sea.</li> <li>• Understand that the Amazon River flows through the <b>Amazon Rainforest</b>.</li> <li>• Using knowledge of how to use an <b>atlas</b> and <b>map</b> reading, plot the Amazon River on a map.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                              |                                       |
| <p><b>Lesson 3: What is it like in the Amazon Rainforest?</b></p> <ul style="list-style-type: none"> <li>• Understand that a tropical rainforest is a kind of <b>biome</b>.</li> <li>• Understand that the world is made up of different biomes.</li> <li>• Know that a biome is a large area of the earth that has its own environment.</li> <li>• Know that animals, plants, <b>physical features</b> and <b>climate</b> together make the environment.</li> <li>• Know that there are lots of different biomes in the world.</li> <li>• Understand that different biomes have different plants and animals, which are suited to living in their <b>environment</b></li> <li>• Understand that tropical rainforests are located along the equator, due to the amount of sunshine and rainfall these areas have.</li> <li>• Understand the <b>Amazon Rainforest</b> is located in the north of South America, along the equator.</li> </ul> | <p>Understand that geographers learn about the world by observing and collecting data and information.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>Why is the Amazon important?</p> <p>How is the Amazon important to different people?</p> <p>How do these biomes suit the life that resides here?</p> <p>Why do so many plants and animals thrive here?</p> <p>How is the climate here different to the UK?</p> <p>Would you like to live in or around the rainforest?</p> | <p>Diversity<br/>Interconnections</p> |

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| <ul style="list-style-type: none"> <li>• Know that parts of the Amazon rainforest are in <b>Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana.</b></li> <li>• Know that the majority of the Amazon Rainforest is located within Brazil.</li> <li>• Know that rainforests also exist in: <b>North America, Africa, Asia</b> and <b>Oceania</b> following the equator.</li> <li>• Know that <b>tropical rainforest</b> biomes contain more species of animals and plants than any other biome.</li> <li>• Understand that tropical rainforests have a hot and wet climate all year round.</li> <li>• Know that climate refers to ‘the weather conditions in an area over a long period of time.’</li> <li>• Know that rainforests are wet and are home to half of the world’s plants and animals.</li> </ul> |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                       |
| <p><b>Lesson 4: What are the layers that make up the Amazon Rainforest?</b></p> <ul style="list-style-type: none"> <li>• Know that plants and trees in <b>rainforests</b> grow in layers.</li> <li>• Know that different animals live in different layers.</li> <li>• Know the features of the layers of rainforest:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p>Use aerial images and age-appropriate graphs to acquire and discuss geographical information.</p> | <p>How is each layer suited to various animals that reside there?</p> <p>How do we know about the layers of Rainforest and the animals/plants that live there?</p> <p>What is the most populated layer of the rainforest and why?</p> | <p>Diversity<br/>Interconnections</p> |

| <u>Layer</u>           | <u>Features</u>                                                                                                                                                                                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emergent Layer</b>  | This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.                     |
| <b>Canopy</b>          | The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spread their branches out to catch most of the sunlight and rain. There is plenty of food and shelter in this layer.                               |
| <b>The Understorey</b> | The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.                                                                               |
| <b>Forest Floor</b>    | The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim and shady layer. The lack of sunlight means fewer plants grow here. |

- Know the animals that live in each of the layers.

| <u>Layer</u>           | <u>Animals</u>                                                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emergent Layer</b>  | Only a few animals live in this layer, most of which are birds - they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws. |
| <b>Canopy</b>          | The canopy is home to most of the animals and plants of the rainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.                                                              |
| <b>The Understorey</b> | Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.                                                                   |
| <b>Forest Floor</b>    | Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.                                                                                                                                       |

## Lesson 5: Do people live in the Amazon Rainforest?

- Understand that **settlements** are places where people live and sometimes work.
- Know that the **Amazon** covers a huge area (6.7 million sq km) of South America.
- Know that nearly 60% of the rainforest is in **Brazil**.
- Understand that there are different types of **settlement**, depending on how many people live there.
- Understand that there are **developed areas**/ small towns and cities such as;

The city of Manaus, Brazil. Manaus is located in the centre of the [Amazon rainforest](#). It is known by the people as the 'heart of the Amazon' or 'City of the forest'.



- Understand that people living outside of the cities and towns, live in **undeveloped**, small settlements within the rainforest.

Use recounts/photographs and ask questions to study life in the Amazon rainforest.

Make comparisons to life in the UK and consider how life in the UK may be similar/different.

How do people live in the Rainforest?

How do the settlements differ in and around the rainforest?

Why has more of the rainforest become more developed?

What impact will this development have on the habitats of animals and plants in the rainforest?

Why do people not stay in one area for too long?

How does the life of a person in the Yanomami Tribe differ to our lives?

How do the Yanomami tribe use resources in the rainforest to survive?

Diversity  
Interconnections

- Understand that many of these settlements are **nomadic**, meaning that people move around and don't stay in one area for too long.
- There are groups of tribes that are **native** to the Amazon Rainforest, such as the Yanomami Tribe.



- The tribes tend to be found at the **Amazon basin**.
- As a tribe, the Yanomami rely on the rainforest to provide for their needs both in terms of food and medicine. They also grow their own crops and will fish in the river too.
- Understand that **tribes** living in the rainforest often use the natural resources in an area and when they have run out, they move their settlement to a new area with more resources.

This is a settlement of the **Yanomami Tribe** who live in the heart of the Amazon Rainforest.



- Compare these two types of settlements within the Amazon Rainforest and the impact that might have on their way of life.

|            |                                                                                                                                                                |                                                                                                                                                                                                                                                               |
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| Location:  | North-western Brazil                                                                                                                                           | Mountains of Northern Brazil                                                                                                                                                                                                                                  |
| Houses:    | Some people live in wooden houses. These houses are built on stilts, to avoid flooding from the Amazon River. Other people live in modern flats and buildings. | They live in large circular communal houses called yanos or shabonos. Some of them have up to 400 people living in them. They use a central area of feasts, ceremonies and games.                                                                             |
| Food:      | People buy food from shops to eat.                                                                                                                             | Men hunt for game like peccary, tapir, deer and monkey. No hunter ever eats the meat that he has killed. Instead, he shares it out among friends and family. In return, he will be given meat by another hunter. Women tend to crops and collect nuts to eat. |
| Transport: | People travel on roads by car and bus or on the river by boat.                                                                                                 | There are no roads, people travel on foot.                                                                                                                                                                                                                    |
| Work:      | People have jobs to pay for their houses and food.                                                                                                             | People don't have jobs; they complete tasks needed by their community. Everyone shares their food and housing.                                                                                                                                                |

## Lesson 6: What do we trade with South America?

- Understand the term '**economy**' as 'the system of money, jobs and trade within a country or region'.
- Know that the South American economy consists primarily of **agriculture, forestry, industry and mining**.
- Know the range of **agricultural** products that we use from the South American continent including:

Consider links and movement in relation to rainforests e.g. trade.

Why is Brazil a good country to trade with?

What are some of the trade barriers in Brazil?

How does Brazil's location impact its trading?

Interconnections  
Place

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| coffee, soybeans, wheat, rice, corn, sugarcane, cocoa, citrus, beef, bananas and shrimp.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                  | <p>What are Brazil's biggest imports?</p> <p>Who does Brazil trade most with?</p>                                                                                                                       |                         |
| <p><b>Lesson 7: What is 'deforestation'?</b></p> <ul style="list-style-type: none"> <li>Understand the term '<b>deforestation</b>' as 'the action of clearing a large area of trees'.</li> <li>Understand that <b>forests</b> are cut down for two reasons: <ol style="list-style-type: none"> <li>So that the wood from trees can be sold, as it is a valuable <b>natural resource</b>.<br/> <i>The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel.</i> </li> <li>To clear land for <b>farming</b>.<br/> <i>Cattle grazing: this provides meat for restaurants and supermarkets.</i><br/> <i>Crops: such as sugar cane and palm oil.</i> </li> </ol> </li> <li>Know that every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this</li> </ul> | <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>Do you think deforestation is a significant environmental issue?</p> <p>What is the impact of deforestation?</p> <p>Is the Amazon rainforest in danger?</p> <p>How can deforestation be reduced?</p> | <p>Interconnections</p> |

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| <p>rate continues, there will be no rainforests in 100 years.</p> <ul style="list-style-type: none"> <li>Understand the <b>impact</b> of <b>deforestation</b> including:</li> </ul> <p><b>Lack of biodiversity:</b> The number of different species becomes smaller.</p> <p><b>Soil erosion:</b> Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.</p> <p><b>Climate change:</b> Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes <b>global warming</b>. <i>(Review Yr 3, T3)</i></p> <p><b>Droughts:</b> Trees are an important part of the water cycle. Without them, there will be a lack of rain. <i>(Review Yr 4, T5)</i></p> <p><b>Habitat loss:</b> Animals and plants lose their home so some may become endangered or extinct.</p> |                                                                                                                                                                                                                                |                                                                                                                                                                               |                         |
| <p><b>Lesson 8: How can we help with conservation and sustainability?</b></p> <ul style="list-style-type: none"> <li>Understand that it is important that humans act to save the rainforest.</li> <li>Understand that we can help protect the rainforest in a number of ways:</li> </ul> <p>1. Planting new trees in locations where the forest has been cut down.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> | <p>How can we sustainably manage the Amazon rainforest?</p> <p>How can we protect the rainforest?</p> <p>What is the major environmental issues affecting the rainforest?</p> | <p>Interconnections</p> |

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| <p>2. Create <b>protected parks</b> within the rainforest, to stop the tree from being cut down in those areas.</p> <ul style="list-style-type: none"> <li>Understand that there are ways in which everyone can help protect the rainforest:</li> </ul> <ol style="list-style-type: none"> <li>Buying <b>Fair Trade</b> products as these will ensure that the rainforest was not damaged in the making of the product.</li> <li>Don't buy products containing <b>palm oil</b>, as this is one of the items grown in <b>deforestation</b> areas.</li> </ol> | <p>Ask and investigate geographical questions, suggesting enquiries to test them.</p>                                                                         | <p>What does sustainability mean?</p> <p>What are natural resources?</p> <p>How sustainable is our school? How can we improve the sustainability of our school?</p> <p>What kind of future do we want? Whose job is it to care for our planet? What can we do?</p> |  |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Write a letter to the Brazilian government regarding the amazon rainforest expressing your thoughts on deforestation, conservation and sustainability.</p> |                                                                                                                                                                                                                                                                    |  |

#### Year 6 – Autumn Term – North America: Texas.

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                      | Procedural Knowledge – <b>know how</b>                                                                      | Geographical enquiry questions. | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: Where is Texas?</b></p> <ul style="list-style-type: none"> <li>Know that there are 7 <b>continents</b> and identify them on a map of the world: <b>Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</b></li> </ul> | <p>Locate North and South America, concentrating on their environmental regions, key physical and human</p> | <p>How is America divided?</p>  | <p><b>Place</b></p>                   |

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| <ul style="list-style-type: none"> <li>• Know that there are five oceans in the world: <b>Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</b></li> <li>• Know that North America is made up of 23 countries.</li> <li>• Using knowledge of how to use an atlas and map reading, identify North America on a map of the world.</li> <li>• Know that the <b>United States of America (USA)</b> is a country within North America.</li> <li>• Know that the USA is bordered by <b>Canada</b> to the north and <b>Mexico</b> to the south.</li> <li>• Know that the USA is made up of 50 <b>states</b>.</li> <li>• Know that a state is an area including many cities and towns, similar to counties in England.</li> <li>• Identify the flag of the USA. Know that there are 50 stars on the flag - one to represent each state.</li> </ul>  <ul style="list-style-type: none"> <li>• Know that Texas is a state within the USA.</li> <li>• Know that Texas is located on the South coast of the USA, bordering Mexico.</li> </ul> | <p>characteristics, countries, and major cities.</p> <p>Use the eight points of a compass, six figure grid references.</p> <p>Using knowledge of how to use an atlas and map reading, identify Texas on a map of the USA.</p> |  |  |
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| <div>Lesson 2: What are the biomes of Texas?</div> <div><ul style="list-style-type: none"><li>Understand that <b>Texas</b> is made up of three different <b>biomes: desert, grasslands, forest</b>.</li><li>Know most of Texas is made up of grasslands, but there is desert in southwest Texas and forest in southeast Texas.</li><li>Know that Texas is unique to have 3 different biomes in such a small area.</li><li>Know that the desert biome is characterised as follows;</li></ul></div> <div><table><tr><th colspan="2">Desert Biome features</th></tr><tr><td>Climate</td><td>Warm throughout the year and very hot in Summer. During the day it may be very hot but extremely cold at night.<br/>Low rainfall</td></tr><tr><td>Plants</td><td>Ground hugging shrubs and short woody trees, Cactus plants are common.</td></tr><tr><td>Soil</td><td>Shallow, rocky ground</td></tr><tr><td>Animals</td><td>Small nocturnal carnivores, mountain lion, bobcat, wolf, coyote, antelope, armadillo, gopher, Insects, arachnids, reptiles and birds</td></tr></table></div> <div><ul style="list-style-type: none"><li>Understand that there are temperature variations within Texas, with the desert being hot and dry.</li><li>Understand that Holes by Louis Sachar is set in a desert biome and this impacts significantly on the story.</li></ul></div> | Desert Biome features                                                                                                                              |                                                        | Climate              | Warm throughout the year and very hot in Summer. During the day it may be very hot but extremely cold at night.<br>Low rainfall | Plants | Ground hugging shrubs and short woody trees, Cactus plants are common. | Soil | Shallow, rocky ground | Animals | Small nocturnal carnivores, mountain lion, bobcat, wolf, coyote, antelope, armadillo, gopher, Insects, arachnids, reptiles and birds | <div>Describe and understand key aspects of physical geography, including: biomes and climate.</div> | <div>What challenges might geography pose to the people/animals that live there?</div> <div>What are the physical features of each biome?</div> | <div>Diversity</div> <div>Place</div> |
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| Desert Biome features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    |                                                        |                      |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |
| Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Warm throughout the year and very hot in Summer. During the day it may be very hot but extremely cold at night.<br>Low rainfall                    |                                                        |                      |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |
| Plants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Ground hugging shrubs and short woody trees, Cactus plants are common.                                                                             |                                                        |                      |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |
| Soil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Shallow, rocky ground                                                                                                                              |                                                        |                      |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |
| Animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Small nocturnal carnivores, mountain lion, bobcat, wolf, coyote, antelope, armadillo, gopher, Insects, arachnids, reptiles and birds               |                                                        |                      |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |
| <div>Lesson 3: How do regions of Texas differ?</div> <div><ul style="list-style-type: none"><li>Know that Texas is split into 4 regions:</li></ul><div><div>1. Great Plains</div><div>2. North Central Plains</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <div>Understand geographical similarities and differences through the study of human and physical geography of regions within North America.</div> | <div>Which region would be best to live in? Why?</div> | <div>Diversity</div> |                                                                                                                                 |        |                                                                        |      |                       |         |                                                                                                                                      |                                                                                                      |                                                                                                                                                 |                                       |

### 3. Mountains and Basins

### 4. Coastal Plains

|                                                                    | Landscape                                                                                                                                                                                                                                                             | Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Animals and Plants |
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| Great Plains<br><i>Grassland Biome</i>                             | This region is covered with flat, grassy plains.<br>There are barely any trees.<br>Some canyons can be found in the western parts of the region, which have been carved by rivers.                                                                                    | The average rainfall is 15 – 28 inches per year.<br>This is the coldest Texan region during the winter, but it is still very hot during the summer.<br>Transitions in temperature can cause high winds and wind storms.                                                                                                                                                                                                                                  | (Image removed)    |
| North Central Plains<br><i>Grassland Biome</i>                     | The land has low, rolling hills and open plains.<br>Features large lakes as popular Texas State Park destinations:<br>Ray Roberts;<br>Cedar Hill;<br>Dinosaur Valley State Park (features dinosaur footprints!).                                                      | Weather in this region varies with the seasons.<br>Cooler climates in the winter - occasionally a few inches of snow.<br>Hot summers: it can sometimes be the hottest Texan region during the summer.<br>Violent storms come through the area in spring with heavy hail and high-speed tornados.                                                                                                                                                         | (Image removed)    |
| Mountains and Basins<br><i>Forest Biome</i><br><i>Desert Biome</i> | The land in west Texas features the only mountains found in the state, as well as desert landscapes.<br>The highest peak in the state is the Guadalupe Peak at 8,751 feet above sea level.<br>The Rio Grande runs on the western border, separating Texas and Mexico. | The desert climate is one of extremes; it is extremely hot during the day and extremely cold at night.<br>The average rainfall is 8- 20 inches per year                                                                                                                                                                                                                                                                                                  | (Image removed)    |
| Coastal Plains<br><i>Grassland Biome</i>                           | Coastal Plains is the largest of the four regions.<br>This region covers about 1/3 of the land in Texas.<br>The east side borders the Gulf of Mexico. Many major cities are in the Coastal Plains region:<br>Austin<br>Dallas<br>Houston<br>San Antonio.              | The climate of the Coastal Plains is mild. Summers are typically hot, with temperatures reaching highs of the upper 90s or 100s.<br>Winters are typically cooler, with temperatures in 40s and 50s.<br>The average temperature of the region year round is 77 degrees.<br>The region receives roughly 40-60 inches of rain per year, the most of any Texan region.<br>This region also has more tornadoes and hurricanes than any other region in Texas. | (Image removed)    |

How does the landscape in each region benefit the animals that reside there?

How might the type of settlements range in each region?

## Year 6 – Spring Term

### UK – National Parks

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Procedural Knowledge – <b>know how</b> | Geographical enquiry questions.                                                          | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What is the landscape of the UK?</b></p> <ul style="list-style-type: none"><li>• Know that we live in England, which is a country in the UK.</li><li>• Know that the UK is located in the <b>continent of Europe</b>.</li><li>• Know that 4 countries make up the UK.</li><li>• Know and locate the countries in the UK: <b>England, Wales, Scotland and Northern Ireland</b>.</li><li>• Know that people from England are known as <b>English</b>, people from Scotland are known as <b>Scottish</b>, people from Wales are known as <b>Welsh</b> and people from Ireland are known as <b>Irish</b>.</li><li>• Know that the UK is surrounded by: <b>The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean</b>.</li><li>• Understand that some maps contain varying colours to show high and low areas of land.</li><li>• Understand that areas of different heights are also shown using different colours - a key is used to show how high the land is.</li><li>• Understand the <b>topographical map</b> of the UK.</li><li>• Know that the topography of an area impacts on its <b>landscape and environment</b>.</li></ul> | Analyse topographical maps.            | <p>What is the physical geography of these areas?</p> <p>How is this landscape used?</p> | <p>Place<br/>Diversity</p>            |

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| <ul style="list-style-type: none"> <li>Understand that many areas of: Scotland, Wales, Northern and Western England have areas of high <b>elevation</b> - understand that these areas are <b>mountainous</b>.</li> <li>Understand that the South and West of England are areas of low elevation, meaning they are flatter areas of <b>lowland</b>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |                            |
| <p><b>Lesson 2: What are some of the UK's National Parks?</b></p> <ul style="list-style-type: none"> <li>Understand that in the UK we have 15 <b>National Parks</b>.</li> </ul> <p><b>YORKSHIRE DALES NATIONAL PARK</b></p> <ul style="list-style-type: none"> <li>Know that a National Park is a <b>protected area</b> because of its wildlife, beautiful countryside or <b>cultural heritage</b>.</li> <li>Know National Parks, such as the <b>Lake District</b> National Park, welcome visitors so that everyone can enjoy these areas of natural beauty.</li> <li>Know that there are 10 national parks in England, 3 in Wales and 2 in Scotland.</li> <li>Know where the National Parks are located on a map of the UK.</li> <li>Know some features of National Parks in the UK.</li> </ul> <p><b>Scotland – Cairngorms.</b></p> <ul style="list-style-type: none"> <li>Know that this is located in the North East of Scotland</li> <li>Know that this is the UK's largest National Park</li> <li>Know that this is the UK's highest <b>mountain range</b>.</li> <li>Know that this contains the highest mountain in Scotland and the UK – <b>Ben Nevis</b>.</li> </ul> | <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features</p> <p>Use fieldwork to observe, record, present and explain information</p> | <p>What makes national parks unique compared to other types of parks?</p> <p>What activities can you typically do in national parks?</p> <p>Do national parks play a role in conservation?</p> | <p>Place<br/>Diversity</p> |

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| <p><b>England – Lake District</b></p> <ul style="list-style-type: none"> <li>• Know that this is located in the North-West of England in a county called <b>Cumbria</b>.</li> <li>• Know that there are high mountains and deep <b>glacial lakes</b>.</li> <li>• Know that this contains the highest mountain in England – <b>Scafell Pike</b>.</li> </ul> <p><b>Wales – Snowdonia</b></p> <ul style="list-style-type: none"> <li>• Know that this is located in North Wales.</li> <li>• Know that it has <b>mountain ranges, hills and valleys</b>.</li> <li>• Know that it contains the highest mountain in Wales – <b>Mount Snowdon</b>.</li> </ul> <p>Further information: <a href="#">Exploring the UK's National Parks   KS2 Geography   Year 5 and Year 6 - BBC Bitesize</a></p> |                                                                                                            |                                                                                                                                                                                          |                        |
| <p><b>Lesson 3: What makes the Lake District so beautiful?</b></p> <ul style="list-style-type: none"> <li>• Understand that in the Lake District is located in the North West of England in a county called Cumbria.</li> <li>• The Lake District National Park is England's largest and covers 2362 square kilometres.</li> <li>• Understand that the Lake District is made up of lots of mountains and lakes.</li> <li>• Know the Lake District also includes 26 miles of <b>coastline</b> and <b>estuaries</b>.</li> </ul> <p><u><b>Physical Features</b></u></p> <p><u>Mountains</u></p> <ul style="list-style-type: none"> <li>• Know that the environment in the Lake District is very <b>mountainous</b> and is famous for its mountains.</li> </ul>                             | <p>Describe and understand key aspects of physical geography, including: mountains, lakes and climate.</p> | <p>Would you like to visit the Lake District? Why?</p> <p>How are people using this landscape?</p> <p>What makes this environment unique?</p> <p>How is the Lake District protected?</p> | <p>Place Diversity</p> |

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| <ul style="list-style-type: none"> <li>• Know that the Lake District is home to the highest mountain in England - <b>Scafell Pike</b>.</li> </ul> <p><u>Lakes</u></p> <p>Know that the Lake District has over fourteen lakes.</p> <p>Know that Lake District's <b>volcanic rock</b> does not allow water to seep away.</p> <p>Understand that high rainfall, combined with the extra deep <b>glacial valleys</b>, means that the valleys are able to store large volumes of water.</p> <p>Know that the Lake District contains the location in England which has the most rain: <b>Seathwaite</b>.</p> <p>Know that in Seathwaite the average annual rainfall is 3552mm (355.2cm or 3.5m)</p> <p>Know that this creates the large lakes.</p> <p>Know that the Lake District is home to:</p> <ul style="list-style-type: none"> <li>• the deepest lake in England - <b>Wastwater</b></li> <li>• the largest lake in England - <b>Lake Windermere</b></li> </ul> <p><u>Woodland</u></p> <ul style="list-style-type: none"> <li>• Understand that there are many <b>wooded areas</b> in the lake district.</li> <li>• Know that woodlands are areas with many trees.</li> <li>• Know that the woodlands provide habitats for native English wildlife.</li> </ul> <p><u>Climate change</u></p> <ul style="list-style-type: none"> <li>• Understand that due to <b>climate change</b> the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.</li> <li>• Understand that due to this, the Lake District has recently faced some extreme weather.</li> </ul> |  |  |  |
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| <ul style="list-style-type: none"> <li>• Understand that the <b>extreme weather</b> can damage the local <b>environment</b>:</li> <li>- damage to woodland during stormy weather, affecting woodland habitats</li> <li>- certain species of plants may not survive due to the changing weather</li> <li>- drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere</li> <li>- falling water levels in the lakes during the warmer months.</li> <li>- In the heavy rains of November 2009, <b>Windermere Lake</b> rose 157cm.</li> </ul>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                 |                                       |
| <p><b>Lesson 4: Why visit the Lake District?</b></p> <ul style="list-style-type: none"> <li>• Know that in the Lake District, <b>tourism</b> is very important - they have over 16 million visitors every year who come to walk, cycle, run, boat or just to look at the amazing scenery.</li> <li>• Understand that tourism is the main source of <b>income</b> for Lake District <b>economy</b></li> <li>• Know that tourism brings great benefits to the area: visitors spend money on accommodation, food, drink and leisure activities and indirectly support other businesses such as wholesalers and the building <b>trade</b>.</li> <li>• Know that around 40,000 people live within the boundaries of the National Park.</li> <li>• Those who live in the Lake District National Park, and call it their permanent home, face challenges too:</li> </ul> | <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>Can you spot any economic activity? (How people make money)</p> <p>Might there be any conflict between the users of this environment? (each other/the wildlife)</p> <p>What is the human geography here?</p> | <p>Diversity<br/>Interconnections</p> |

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| <ul style="list-style-type: none"> <li>- Locals whose incomes are directly linked to tourism, such as hotel owners, rely on visitors coming to the park throughout the year.</li> <li>- During the busier summer months, parking can become an issue for many local people.</li> <li>- As the Lake District National Park is such a beautiful place, people want to buy holiday homes here. However, this pushes the house prices up in the area, making it very difficult for local people to own their own property.</li> <li>- Currently around 15% of the homes in the Lake District are holiday homes. This means that many houses aren't occupied for most of the year, having a negative impact on local shops and businesses.</li> </ul> |  |  |  |
| <p><b>Lesson 5: Does tourism have a positive or negative impact on our National Parks?</b></p> <ul style="list-style-type: none"> <li>• Understand that National Parks attract many tourists each year.</li> <li>• Understand that there can be both positive and negative impacts of tourism.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |

| Positive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Negative                                                                                                                                                                                                                                                                                                    |                                               |  |  |
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| <p>Tourists spend money which supports local shops and businesses.</p> <p>The improved transport services for the tourists also benefits the locals. Some of the money made from tourism can go back into conserving the National Park.</p> <p>Jobs are created for local people.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Increased litter and pollution can occur.</p> <p>Traffic congestion is common at holiday time.</p> <p>Footpath erosion is caused by high numbers of tourists</p> <p>Local environments and habitats can be damaged by high numbers of visitors.</p> <p>Work within the tourist industry is seasonal.</p> |                                               |  |  |
| <p><u>Sustainable Tourism:</u></p> <ul style="list-style-type: none"> <li>• Understand that the National Parks are trying to encourage tourism that will have less of an impact on the environment, this is called <b>sustainable tourism</b>.</li> <li>• Know that in the National Parks, people are encouraged to think carefully about their visits and the impact this could have on the local environments.</li> <li>• Understand that there are ways in which we can all support sustainable tourism: <ul style="list-style-type: none"> <li>- Learning about the people and the culture of the place being visited.</li> <li>- Being environmentally friendly while on holiday.</li> <li>- Supporting a local charity while on holiday.</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                             |                                               |  |  |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                             | Create an advertisement for UK National Parks |  |  |

## Year 6 – Summer Term

### South America – The Galapagos – Biomes and Vegetation Belts

| Substantive Knowledge – <b>know what</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Procedural Knowledge – <b>know how</b>                                                                                                                                                               | Geographical enquiry questions.                                                                                                                                                                                                                                   | Threads/ Links with pervious learning |
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| <p><b>Lesson 1: What are the parts of the Earth?</b></p> <ul style="list-style-type: none"><li>• Know where the <b>Equator</b> is located and the impact this has on <b>climate</b>.</li><li>• Know that it is an imaginary line drawn around the world.</li><li>• Know that countries near the equator are warmer than those further away from the equator.</li><li>• Know where the <b>North and South Poles</b> are located and understand that these are the coldest places on earth, as they are furthest away from the equator.</li><li>• Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</li><li>• Understand that to help locate where a place is in the world, people use imaginary lines called <b>latitude and longitude</b>.</li><li>• Understand that the Equator is a line of latitude.</li><li>• Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</li><li>• Understand that anything lying south of the Equator is in the <b>Southern Hemisphere</b>.</li></ul> | <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys</p> <p>Read and understand maps, noting latitude and longitude to locate where a place in the world is.</p> | <p>How can the earth be divided?</p> <p>How would a traveller use the lines of latitude and longitude to locate a place?</p> <p>How are the northern and southern hemispheres different/similar?</p> <p>Which hemisphere is the Galapagos Islands located in?</p> | <p>Place</p>                          |

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| <ul style="list-style-type: none"><li>• Understand that anything lying north of the Equator is in the <b>Northern Hemisphere</b>.</li><li>• Identify the hemispheres on a map.</li><li>• Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</li><li>• Know that the <b>Prime Meridian</b> is a line of longitude, which runs through London.</li><li>• Know that anything lying east of the Prime Meridian is in the <b>Eastern Hemisphere</b>.</li><li>• Know that anything west of the Prime Meridian is in the <b>Western Hemisphere</b>.</li><li>• Identify on a map the position of these lines of latitude: <b>Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle</b>.</li><li>• Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</li><li>• Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</li><li>• Know that the Galapagos Islands are located in South America.</li><li>• Using knowledge of how to use an atlas and map reading, identify South America on a map of the world.</li><li>• Know that South America is surrounded by the Atlantic Ocean and Pacific Ocean and identify them on a map.</li></ul> |  |  |  |
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## Lesson 2: Where are the Galapagos Islands?

- Know that the **Galapagos Islands** (where Darwin made many of his observations) are located 1000km (800 miles) off the coast of **Ecuador, South America**.
- Know that the Galapagos Islands are located in the **Pacific Ocean**.
- Locate the Galapagos Islands on a map.
- Know that the Galapagos Islands are located on the Equator.
- Know that the Galapagos Islands have a warm **climate** due to their proximity to the equator.
- Know that the Galapagos **archipelago** is made up of 14 large islands, 7 smaller islands and over 100 rocks and islets.



- Know that an **archipelago** is a collection or group of islands.

Use maps, atlases, globes, Google Maps/Earth to locate places.

## Why is it warm on the Galapagos Islands?

Looking at the location of the Galapagos, what do you think it would be like there?

How are the Galapagos islands similar to the UK?

Place

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                         |                            |
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| <p><b>Lesson 3: How were the Galapagos Islands formed?</b></p> <ul style="list-style-type: none"> <li>Know that the Galapagos Islands were formed by volcanoes erupting under the surface of the ocean and that some of those <b>volcanoes</b> are still active today.</li> <li>Know that the process of the Galapagos Islands being formed: <ol style="list-style-type: none"> <li>Volcanic eruptions began to break through the ocean floor as a result of <b>tectonic</b> activity.</li> <li>These eruptions built underwater mountains as the lava cooled.</li> <li>The mountains continued to grow with each new eruption.</li> <li>Eventually, some mountain tops emerged from the sea.</li> <li>The Galapagos Islands are formed.</li> </ol> </li> <li>Understand that the very first island is thought to have formed between 5 and 10 million years ago. Understand that the youngest islands, <b>Isabela</b> and <b>Fernandina</b>, are still being formed, the most recent volcanic eruption was in 2009.</li> </ul> | <p>Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.</p> <p>Look at historic and present maps and imagery to analyse change.</p> | <p>Are there active volcanoes on the Galapagos islands?</p> <p>How have the Galapagos Islands changed over time?</p> <p>What might the Galapagos Islands look like in the future?</p> <p>How do we know about the changes to the Galapagos islands?</p> | <p>Diversity<br/>Place</p> |
| <p><b>Lesson 4: What is the environment like?</b></p> <ul style="list-style-type: none"> <li>Know that the Galapagos Islands are made of cooled volcanic lava and appear very rugged as a result.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Ask and investigate geographical questions, suggesting enquiries to test them.</p>                                                                                                                                                                                               | <p>How is the environment different/similar to the UK?</p>                                                                                                                                                                                              | <p>Diversity</p>           |

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| <ul style="list-style-type: none"> <li>• Know that they have a wide range of <b>terrestrial</b> (land) and <b>marine</b> (sea) habitats.</li> <li>• Know that the islands have: humid <b>forests</b>, <b>sandy beaches</b>, <b>sea cliffs</b>, <b>rocky shores</b> and <b>coral</b> reefs.</li> <li>• Know that the Galapagos Islands are known for their <b>mountains</b>, <b>coasts</b> and <b>coral reefs</b>.</li> <li>• Know that due to how they were formed, the environment in the Galapagos Islands consists of high volcanic mountains, <b>craters</b>, and cliffs.</li> <li>• Know that on the Galapagos Islands the volcanic rocks have broken down into fertile soil, which is ideal for plants to grow in. This has led to lots of <b>vegetation</b> on the islands.</li> <li>• Know that the Galapagos archipelago is located at a point where nutrient rich cool waters from the south, warm currents from the north, and a deep cold current from the west all mix together. The mixing of these ocean currents means that a unique mix of animals and plants live there.</li> <li>• Know that the Galapagos Islands have a unique range of habitats: humid forests, sandy beaches, sea cliffs, rocky shores, lagoons, salt flats and coral reefs.</li> <li>• Know that this unique range of <b>habitats</b> has led to a variety of animals and plants on the Galapagos, many of which don't exist anywhere else.</li> </ul> | <p>Use topographic maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features.</p> <p>Use photos and images to describe human and physical features.</p> | <p>What is the landscape like on the Galapagos islands? Why?</p> <p>How were the islands formed?</p> <p>What makes the Galapagos so special?</p> <p>Why is the location of the Galapagos islands inviting to many animals who live there?</p> |                                       |
| <p><b>Lesson 5: What animals can be found on the Islands?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Observe and collect information and data from the internet.</p>                                                                                                                                           | <p>Why were Galapagos so important to Darwin?</p>                                                                                                                                                                                             | <p>Interconnections<br/>Diversity</p> |

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| <ul style="list-style-type: none"> <li>• Know that the range of habitats means that a great variety of animals and plants can be found on and around the Galapagos.</li> <li>• Know some of the animals found in the Galapagos: <ul style="list-style-type: none"> <li>• Galapagos giant tortoises</li> <li>• Marine iguanas - the only ones in the world</li> <li>• Galapagos penguins</li> <li>• Hammerhead sharks</li> <li>• Fur Seals</li> <li>• Sea Lion</li> <li>• Blue-footed Booby</li> </ul> </li> <li>• Know that most of the animals and plants living on the Galapagos archipelago (group of islands) are descended from those that travelled the 1,000km from the continent of South America millions of years ago. Insects, birds and plants arrived by air – either flying or drifting in the wind, while animals floated across the ocean on rafts of leaves or branches.</li> <li>• Know that nearly 20% of marine life in Galapagos is <b>endemic</b>, found nowhere else on earth. <u>This is very rare.</u></li> </ul> |                                                                                                                                                   | <p>Why does Darwin call the Galapagos ‘the land that time forgot’?</p> <p>What is the biggest threat to the animals on the Galapagos?</p> <p>How are the conditions on the islands suited to the animals that live there?</p> |                         |
| <p><b>Lesson 6: How can we protect the Galapagos Islands?</b></p> <ul style="list-style-type: none"> <li>• There is no single reason for why the Galapagos Islands are as they are. They have been formed and shaped by a variety of different processes and would look quite different and have very different plants and animals if any one of these processes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Express their own views about the people, places and</p> | <p>What are some of the environmental issues in the Galapagos?</p> <p>Why is sustainable tourism important?</p>                                                                                                               | <p>Interconnections</p> |

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| <p>were to change. In this way, Galapagos represents a <b>globally unique</b> landscape that requires careful management if people are to continue to enjoy it for generations to come.</p> <ul style="list-style-type: none"> <li>• Know that there is limited development in the Galapagos Islands due to their lack of accessibility and distance from other countries.</li> <li>• Know the lack of <b>development</b> has led to plants and animals thriving on the islands and existing in a perfect <b>ecosystem</b>.</li> <li>• Know that the increase of tourism on the islands is having a negative impact on the environment and animals living there.</li> <li>• Know that the government of Ecuador is trying to protect the Islands by limiting the tourism that takes place there and developing a model of <b>sustainable tourism</b>.</li> <li>• Know that there are many <b>conservation</b> projects in the Galapagos Islands to protect the animals and the unique environment.</li> <li>• Know that people are only allowed to live in small areas of the island so that the wildlife and plants are protected. This is part of the conservation plan for the islands and the ocean around them.</li> <li>• Know that laws prevent things such as too much fishing, too many people living there or too many visitors. This will hopefully protect the variety of plants and animals and the beauty of the islands for the future.</li> </ul> | <p>environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p> | <p>What is being done to protect the Galapagos Islands?</p> <p>Is it ethical to visit the Galapagos Islands?</p> |  |
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| <b>Assessment</b> | Deliver a PowerPoint/Keynotes presentation to the class sharing what you have learnt about the Galapagos Islands. |
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