Whole School Chuckery Geography Curriculum

Phase	Year group	Topic name	Geographical Enquiry	NC focus	Disciplinary concepts	Substantive concepts	Key knowledge
KS1	Year 1	Weather	Is our weather always the same?	1k – Know about weather in the locality, what happens in different seasons and how weather changes on a daily basis.	We learn about the physical features and processes of the earth, how it is changing and think of reasons why.	Physical and Human Geography	1. What is our weather like? Talk about we live in the UK and children to name different types of weather i.e. sun, rain, snow, wind etc we experience here 2. Is our weather always the same? – Look at how the weather changes from day to day. Children could create a weather diary to measure rainfall/temperature (using a thermometer) and how they can represent this linked to the different symbols used by weather presenters etc. 3.Why do we get different weathers? – Talk about the four different seasons and the weather typically associated with each season. In spring, it is often rainy and the temperature begins to get warmer. In summer, the sun is much stronger. The temperature is warmer than in any other season. In the autumn, the weather turns chillier, windier and there is often rain. In the winter, it is often cold and frosty. It has to be freezing cold to snow.
		On Safari	SCIENCE ENQUIRY	1h – With support, compare their local area with a contrasting local area in a non-European country 1r – With support, recognise maps are about a place and use maps, atlases and globes to learn names of some places within/around the UK and some European countries	We make and use maps to know where places are in the world	Place Knowledge	1. Where are we? Use maps to help the children locate where we are. This can then be plotted on your world map too. What is our local area like? Talk about key human and physical features in the local area – are there lots of buildings? Lots of green spaces? etc 2. Where is The Maasai Mara National Reserve? What is it like here? Use maps to find out where this is. Look at photographs of the savannah, grasslands etc e.g. use of aerial photographs so children can see what features are there. 3. How is this different to our local area? Make comparisons between the two areas. What is similar? What is different?
		The Train Ride	What will I see from the train? Or Does the view from the train	1m- With support, use geographical vocabulary to refer to the physical and human features of places studied. Physical: beach, coast, forest, hill, mountain, sea, river seasons and weather. Human: city, town, village, factory, farm, house, office and shop	We learn about human and physical features and make comparisons between different areas	Physical and Human Geography	1. Compare their local area to a rural area which the children can get to via train. a) Look at the features of their local area e.g. What human (man-made) and physical (natural) features can we see? What can we see from maps/photographs etc? Do we live in a rural (countryside) or urban (town/city) area? b) Look at the features of the contrasting area e.g. What human (man-made) and physical (natural) features can we see? What can we see from

			window change?	**Fieldwork** 1v – Name and draw simple features they observe in their local environment and make links to human and physical features 1w – Use age appropriate mathematical vocabulary to count objects when carrying out fieldwork			maps/photographs etc? Is it a rural (countryside) or urban (town/city) area? c) What is similar? What is different? How can we tell what it is really like? – Go on our own train journey 2. What are we going to see from the train? Children to record what they see whilst on their train journey – Ask them how they would record their findings – counting/drawing/how can we show there is a difference between the two areas?
		London	Where is London?	1a- Name and locate the 4 countries of the UK and talk about the characteristics of one of them 1b- Understand the UK is an island and is surrounded by sea 1c – Understand the UK is part of the continent Europe **Map Work** 1r- With support, recognise maps are about a place and use maps, atlases and globes to learn names of some places within/around the UK and some European countries 1s – Follow directions (Up, down, left/right, forwards/backwards) and be introduced to the four compass points: North, South, East and West. 1t – Draw simple maps and plans, and be exposed to symbols used on maps	We make and use maps to know where places are in the world, to learn about where people live and why they live there	Locational Knowledge	1. Where is London? Start off with where we are and then look at where London is in relation to us. Talk about near/far in relation to us. Talk about London being a part of the UK and more specifically the capital city of England. Children to look at the UK and explore how it is an island as it is surrounded by sea. They then need to look at the four parts of the UK (England, Wales, Scotland and Northern Ireland). We are also part of Europe (Start local and work out) 2.What is London like? - Children can use aerial photographs/map/google earth to look at London. Can they spot any of the key landmarks? What can we tell about London from these? – lots of buildings-human features but there are some physical features too (Hydes Park, Regents Park etc) 3. Children to look at a map of London. Can they locate some of the key landmarks? How might we map these on our map – make links to symbols. 4. Can children then follow directions/use four compass points to describe a journey of The Queen's hat through London?
		Plants in our local area	How do we care for our local area?	1g – Recognise some similarities and differences of geographical features in my own immediate environment	We learn about the impact that humans have on the planet.	Place Knowledge	1. Children to explore their local area. What can they see? What is good about our local area? What could be improved? (Lead children onto to the importance of green areas)
	<u>Year 2</u>	Singapore	How does life in Walsall differ from	2g – Identify human and physical features of their local city and make comparisons with other place studied e.g. use aerial photographs to	We use maps to know where places are in the world, to learn about	Place Knowledge	1. Where do we live? Use maps/atlases/google earth etc to plot where we are. Is it a city, town, village, coastal area etc? What is the difference between them? (Villages only have a few hundred people living there. They have a shop, school and place of worship. Towns are bigger than villages with more

			life in Singapore?	determine if it is a city, town, coastal area, urban or rural. 2h - Compare their local area with a contrasting local area in a non-European Country identifying similarities and differences of their physical and human geography 2m - Use geographical vocabulary to refer to the physical and human features of places studied Physical - beach, coast, forest, hill, mountain, sea/ocean, river, weather, seasons, soil, valley and vegetation Human – city, town, village, factory, farm, house, office, shop, harbour and port – **This target will be covered throughout the unit** **Recap but will still use as part of other lessons:** 2c – Name and locate the 5 oceans and the 7 continents 2r - Use maps, atlases and globes to locate the UK and places within, the 7 continents and 5 oceans. Children should also begin to spatially match places on different maps e.g. recognise the UK on a small scale and larger scale map.	where people live and why they live there		houses as often thousands live here. There are also primary and secondary schools, leisure facilities and restaurants. Cities are the largest type of settlement. They have wide variety of facilities and usually have a cathedral. Coastal areas are bordering or close to the coastline) Use aerial photographs to determine if we live in city, town or village. 2. What key human (man-made) and physical (natural) features do they notice where they live? Use the aerial photographs and other images to help the children identify different features in their local area. 3. What continent are we part of? (Europe) – Show firstly on a map where just Europe is shown. What seas can they see we are close to? Where is Singapore? What continent is it part of?(Asia) – Can they still identify the UK now on a larger scale map? As a discussion, talk about the other continents and oceans just to recap their knowledge. 4.Children to explore Singapore – use aerial photographs to determine if it is a city, town, village, coastal area etc (similar to what they did in lesson 1 with where they lived) 5. What key human (man-made) and physical (natural) features do they notice about Singapore? Use the aerial photographs and other images to help the children identify different features in Singapore. How does this differ to their local area? <u>Extra information:</u> Singapore has gained global importance, transforming itself from a large fishing village to a bustling port with a high-tech focus. – If you have time you could show the children the before and afters to show how a village can transform into a city.
		Meerkat Christmas	Where does Sunny visit on his travels?	**<u>Locational Knowledge</u>** 2a – Name and locate the capital cities of the 4 countries of the UK and the main characteristics of each e.g. linked to human and physical features 2b- Know the UK is surrounded by sea and name some of the seas surrounding it	We use maps to know where places are in the world, to learn about where people live and why they live there.	Locational Knowledge and Human and Physical Geography	1. Where is Sunny from? (Kalahari desert, Southern Africa) Where is it? Start with where we are and then children to use maps/atlases to find out where Kalahari is. Can also plot on world map. Is Africa a continent or country? – Children to look into the 7 continents (Africa, Antarctica, Asia, Australasia, Europe, North America and South America) and the 5 oceans (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean).

				2c – Name and locate the 5 oceans and the 7 continents. **<u>Physical and Human Geography</u>** 2k - Know about weather in the UK, what happens in different seasons and how weather changes on a daily basis 2l - Know that there are hot and cold areas of the world and this is linked to the equator and north and south poles. Talk about what is it like there e.g. weather, temperature, plants and animals etc			2. What is it like in the Kalahari desert? Why? – Talk about northern and southern hemisphere. Then, talk about the climate here and why that is in relation to the position of the equator and north/south poles. We have climate zones – warm, cold, tropical and temperate. Countries near the equator tend to have a hotter climate. *Continue to plot his journey on the world map in your class and refer back to continents and oceans and where the locations are in relation to the equator/poles to determine its climate just as a discussion point. 3. When Sunny gets to the location with snow (Antarctic as it can't be Arctic as penguins aren't found here) ask the children where they think he is using their knowledge of poles/equator etc What can they tell you about the climate here? (Cold climate). What else do we think we would find here – plants and animals? Why aren't meerkats found here normally? 4. Where do we think Sunny is now? – lead the children to the idea of the UK. What do we know about the UK? (An island surrounded by sea (Atlantic, Irish Sea, North Sea and English Channel) split into four countries: England, Wales, Scotland and Northern Ireland, each which have their own capital city (England- London, Wales-Cardiff, Scotland – Edinburgh and Northern Ireland – Belfast) 5. How does the UK differ from other places he has visited? Why do we get snow? Do we get snow all year round? (Talk about different seasons as it has a temperate climate) 6. Would this be the same if he would have visited all parts of the UK? What would he have seen if he would have visited Scotland for instance? Or Wales? Key human (man made) and physical (natural) features of each of the four countries of the UK.
		The Crow's Tale	What do we use to plan a journey?	2r – Use maps, atlases and globes to locate the UK and places within the 7 continents and 5 oceans. Children should also begin to spatially match places on different maps e.g. recognise the UK on a small scale and larger scale map.	**We can use and make maps to know where places are in the world**	Map work	1. What is a map? Maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. What is a bird's eye view? How can we use these to help find The Crow's journey? Use maps, atlases, photographs etc to explore the journey The Crow took. 2. What are the key features of a map? (Key, compass, symbols, title etc) – Why are these important? i.e. symbols

				2s - Follow and use directions (Up, down, left/right, forwards/backwards/near/far), and know and use the four compass points: North, South, East and West. 2t - Draw/create a map of a real or imaginary place adding detail and information similar to maps they have seen (including map symbols and a key). This can be a story map, journey to school, plan of classroom etc. **Fieldwork** 2v - Draw what they observe when collecting information, adding detail and labels to field sketches, and making links to human and physical features. 2w - Use tally charts or pictograms to represent information gathered and say what they have found as a result of fieldwork.			make maps clearer, Compass Rose helps us show how the map lines up with real direction. Investigate different symbols found on maps and children to experience a compass before the fieldwork. 3. Fieldwork - This could be in the school grounds/local area but preferably further afield. – Now that children have an understanding of maps/journeys, children should experience a journey themselves. Whilst they are out in the field, they need to think about how they are going to record what they observe to help make their maps accurate when they return to school. Children could also use compass to work out which direction is north – which they can then put onto their own map back at school. 4. Children to create their own journey based on their experience. They need to think about symbols they are going to use, based on symbols they have seen on real maps i.e. blue line for rivers, green area for forests etc. They can also think of scale i.e. was point A close/far from Point B – How can we show this on our map? They can add their compass rose on their maps too.
LKS2	Year 3	Ancient Greece	Hist- How do the Ancient Greeks influence our lives today?	3a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe 3c - Use maps to locate countries in Europe 3h - Identify the geographical similarities and differences between two locations. This needs to link to a European country	We make and use maps to know where places are in the world, to learn about where people live and why they live there.	Locational Knowledge	1. Where is Greece? Children to locate Greece using maps, atlases etc What continent is Greece apart of? (South-eastern Europe). Plot this on your classroom world map too. What countries does it border? (Albania, Turkey, Bulgaria and Macedonia) and it also has a large coastline on the Mediterranean Sea. 2. What is Greece like? Children to explore geographical features of Greece i.e. the human (man-made) and physical (natural). Greece is one of the most mountainous countries in Europe, with the highest peak being Mt Olympus (2,917m high). There are also many volcanoes and lakes across the country too. The population of Greece is around 10.8 million. There are many buildings, including Greek Theatre at Ephesus, the Parthenon in Athens etc, and harbours. 3. How is Greece different/similar to the UK? Children to look at features of the UK i.e. what human and physical features are there? Are these similar or different to Greece? Why might this be? (Link to how Ancient Greeks may have influenced our lives today)

		China	How is China's economy connected to the rest of the world?	3d – Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. 3m - Use geographical vocabulary to refer to the physical and human features of places studied Physical – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human – types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **This target will be covered throughout the unit** 3n – Describe and understand how places trade with other places around the world and how natural resources including energy, food, minerals and water are transported 3r -Use a range of maps including maps online, junior atlases and aerial photographs with support. This includes identifying physical and human features of the locality, including on an OS map.	We learn more about the natural resources we get from the earth, the things that affect the earth and the people that live on it.	Physical and Human Geography	1. Where is China? – Start off with where we are as a starting point and then children to locate China using maps, atlases and globes. What continent is China part of? (Asia) Also look at key cities in China, including Beijing being the capital to build up a context for them. Explain that it is the 4th largest country in the world. 2. Cont Where is China? If we look where China is, what can we tell about its climate? – talk about where it is in relation to equator and if it is in the Northern or Southern hemisphere. 3, What is China like? Look at its landforms to give children more of an idea of what it looks like- show videos/photos etc of the Himalayan Mountains, the Gobi desert and the Yangtze River so they can see how diverse it is. 4. Look at the culture of China to develop the idea of China being diverse both in physical landscape but also the human characteristics of the country. 5. How does China's economy influence the world? – first begin by explaining what it means by economy. Explain that China has one of the largest economies in the world. Then look into reasons why it is so successful: trade, investment, manufacturing etc. These link to natural resources such as energy, food and minerals etc. Energy – China is investing heavily in renewable energy Raw materials – China is a major producer of good such as steal, but imports many of the raw materials from other countries such as Australia and Brazil. Agriculture – China is the largest producer of many agricultural products such as rice, wheat and pork.
		Railway Children	How did life change for the Railway children?	3a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe 3g – Understand the human and physical geography of larger area within the United Kingdom and compare the similarities and differences of physical and	We learn about the physical features of the earth and how things change	Physical and Human Geography	1. Where did the Railway Children move from? (London) What do we know about London? (City) Do we know any other cities in the UK? What makes them cities? – Plot on key cities within the UK and then look at evidence that makes them cities through photographs/maps etc. (Cities are the largest type of settlement. They have wide variety of facilities and usually have a cathedral.) 2.(Same objective but next lesson) Where have they moved to now? (Haworth, which is a small village) How is this different to London? Is this a city? Why not? So what is it? – Discussion

				human geographical features in a town, city, village etc.			about town or village? And then look into the differences between the two. 3. What else is different between the two locations? – The idea of rural and urban. What does this mean? Rural has more physical features and urban more built up with more human features. 4. What would the children have seen on their journey? What do we know about the UK? i.e. what areas do we have in the UK? Do we have lots of hills/mountains/rivers etc? – Plot the journey the children would have taken and then look at key regions and characteristics of the areas they visited.
		Story Maps	Can you draw a story map?	3s - To know the four compass points confidently, using them to give and follow directions. 3t – Create plans and maps using symbols they have learnt and try to map a short route experiences with features in the correct order. 3u – Use letters and number coordinates to locate features on a map with support. **<u>Fieldwork</u>** 3v – Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs 3w – Use mathematical knowledge to represent data using appropriate methods (bar charts and tally charts)	We make and use maps to know where places are in the world, to learn about where people live and why they live there.	Map Work	1. What is a map? Why would the wolf have a map? Children to explore different maps. What do they notice on the map? – different symbols, compass rose, grid lines on OS map, scale bar – What might all these be used for? 2. Why do we have symbols on maps? – children to explore maps and to start to recognise different symbols used. They need to understand symbols are used to make the maps clearer. They can also then use this later on when creating their own map. Recap the difference between human and physical features as this will be needed in the field. 3. Why do maps have a compass rose? People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west. Children need to know the four compass points confidently and use them to give and follow a direction. Could they look at a map of the area they are going to be visiting and plot out a journey using the directions. This could be the route they then observe and redraw once they return from their fieldwork. 4. Why do we have grid lines? Grid references - Maps have gridlines on them. We use them to pinpoint locations by using a grid reference. four-figure grid reference, such as '19 45', indicates a 1 km by 1 km square on the map. When giving a four-figure grid reference, you should always give the eastings number first and the northings number second. Children to use grid references to locate features on a map. 5. Fieldwork – Children to go out into the field to observe and go on their own route just like the wolf did. Children to record what they see to use back in the classroom.

							6.Children to create their own maps based on the route they took on the fieldtrip.
		Baghdad	Hist – How was life in Baghdad in 900 AD different to life in England?	3c - Use maps to locate countries in Europe 3i -Understand how land is used in different places and why people choose to settle in different places 3r -Use a range of maps including maps online, junior atlases and aerial photographs with support. This includes identifying physical and human features of the locality, including on an OS map.	We learn about the physical features of the earth, how it is changing and think of reasons why.	Place Knowledge	1. Where is Baghdad? Start off with where we are and then children to use the maps, atlases and globes to help them locate where Baghdad is. Locate this on the world map too. What continent is it part of? (Asia) 2. Why did people settle here in 900 AD? Baghdad's location was perfect for the city to succeed. It was close to water (situated between two rivers – The Tigris River and Diyala River) and established trade routes for diamonds, soap etc. Use aerial photographs, OS Maps to help the children to identify its location and key features of why they settled here.
	<u>Year 4</u>	From bean to bar	Where does Chocolate come from?	4d- Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere and the Tropics of Cancer and Capricorn. 4e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction) 4n- Describe and understand how places trade with other places around the world and how natural resources are distributed including food and water 4w - Use mathematical knowledge to represent data using appropriate methods (bar charts, tally charts and line graphs) and organise results electronically on a spreadsheet.	We learn about the impact that humans have on the planet.	Locational Knowledge	1. Where does chocolate come from? Look at a world map that shows where chocolate is grown. What do the children notice about this? A lot of the countries where chocolate is grown are within 20 degrees of the Equator/ amongst the tropics. Why do we think this is? (Due to the climate – high humidity and abundant rain – which is the tropical climate) 2.Why don't we grow cocoa in the UK? Study the climate of one of the areas cocoa is grown (West Africa on the Ivory Coast or Ghana may be a good one to choose as this is where 70% is grown) and compare this to the climate of the UK. Talk about the significance of the equator etc has an impact on the climate. 3. How do we get chocolate in the UK then if it is grown elsewhere? – Look at how places trade with other places around the world and the different stages in the selling of goods. Talk about the impact globalisation has had on it too. 4.What are the issues with the trade industry? Talk about fair trade and the impact the industry is having on the environment. There are both human and physical impacts as a result of trade. i.e. Human impacts – not everyone is paid fairly, child labour etc. Physical destruction – deforestation (Cocoa usually clear tropical forests to plant new trees rather than reusing the same land) So how are we trying to hep? How can we make it more sustainable? i.e. farming techniques to help reuse land rather than clearing more. Mars are

							experimenting with different types of tress that are three/four times more productive and more climate resistant.
		Mount Etna- Sicily	Why does Italy have volcanoes, but the UK doesn't?	4c – Use maps to locate countries in Europe 4h - Identify the geographical similarities and differences between two locations. This needs to link to a European country. 4m – Use geographical vocabulary to refer to the physical and human features of places studied/ Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. This will be covered throughout the unit. 4r - Use larger OS maps and other maps, junior atlases, maps online and aerial photographs to identify features with support and begin to identify significant features on a map, places and environments (e.g. coastal areas, hills, rivers etc.)	We learn about the physical features of the earth, how it is changing and think of reasons why.	Place Knowledge	1.What is a volcano and where are they found? Children to understand what a volcano is. (A volcano is an opening in a planet or moon's crust through which molten rock and gases trapped under the surface erupt, often forming a hill or mountain.) Then, look at where volcanoes can be found worldwide. Once children have started to notice patterns with this, overlay the tectonic plate lines over the top to show the connection between the two. 2.How are volcanoes formed? Recap from Y3 Rocks: Talk about the Earth's structure and what tectonic plates are. Magma builds up beneath the surface of the Earth. Pressure builds until it escapes by shooting up through the volcano and erupts! The mantle is approximately 1,802 miles thick and is made of a solid, rocky substance called molten rock or magma. This is what escapes when a volcano erupts. The upper mantle mixes and moves, which creates pressure underneath the crust. This pressure can sometimes cause the mantle to leak out onto the surface of the earth – this is a volcano! Then, look at the different types of volcanoes: dormant (one that has not erupted for a long time; however, it may still erupt in the future), extinct(one which has erupted thousands of years ago, but it will probably never erupt again) and active (a volcano that has erupted recently, and there is the possibility that it may erupt again.) 3.Move the focus now onto Italy. Go back to the world map and locate Italy. Then, give them a zoomed in version of Italy and the UK. Even though the are both part of Europe, why has Italy got volcanoes, but the UK doesn't? Revisit the idea of tectonic plates. 4. Study Mt Etna, Sicily. (You may want to briefly look at the other two active volcanoes in Italy too) Sicily - The island is mostly mountainous, and seismic and volcanic activity is quite intense. Europe's highest active volcano is Mount Etna (10,900 feet [3,220 metres]).
		Rivers	How does a river and the area around it change from	4i -Understand how land is used in different places and why people choose to settle in different places	*We learn about the physical features of the earth, how it is changing and*	Physical and Human Geography	1.What is a river and how is it formed? **Children need to understand the water cycle and how this can lead to the formation of a river. (**1. When rain falls on higher ground or snowmelt in mountains and begins to flow downhill. 2. through

			source to mouth?	4m – Use geographical vocabulary to refer to the physical and human features of places studied. Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit** 4p - Describe and understand the water cycle and different features of the water cycle 4r - Use larger OS maps and other maps, junior atlases, maps online and aerial photographs to identify features with support and begin to identify significant features on a map, places and environments (e.g. coastal areas, hills, rivers etc.) **<u>Fieldwork</u>** 4v -Pick out the key lines and features of a view in the field using a viewfinder to help, annotating the sketch with explanatory labels, a title, location and direction	*think of reasons why.*		groundwater). A river is a natural stream of water. Small rivers are also called streams, creeks and brooks. 2.What does a river look like? The part where a river starts is called the source (which could be a spring, boggy moorland etc) and then water travels downstream until it reaches its mouth (the end). The mouth is where the water empties into a large body of water i.e. the sea or a lake. Use OS maps and aerial photographs to show the course of a river. 3.Look in detail at the upper course. What features can we see? Talk about the steeper sides as the source is often found in higher areas such as hills or mountains. A river can have more than one source. The river here is smaller and usually has a rapid, tumbling flow that cuts a narrow channel through rocky hills or mountains. The fast flowing river can create waterfalls where it carves out layers of soft rock and leaves a cliff of hard rock standing. 4.Look in detail at the middle course – Here is where the land begins to flatten and the river channel starts to meander (bend) 5.Look in detail at the lower course – Here the land is flat and the river flows slowly. The force of the water is lower than in the other stages, so the river deposits all the bits of eroded land it has been carrying with it. The end of the river is called the mouth. At the mouth, there is often a river delta, a large, silty area where the river splits into many different slow-flowing channels that have muddy banks. An estuary is the wide part of the river that meets the sea. Fieldwork – Children to experience the middle course of a river and to create an annotate sketch of a section of the river labelling with all key vocabulary. 6.Investigate a specific river – how is the land used and why do we think that people have decided to use the different stages for different purposes. For example, Why do more people live near the mouth of a river than the source? Where and why is most farmland found along a river?
		Coasts	Why is it important to protect the UK's coastlines?	4e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction)	We learn more about the natural resources we get from the earth, the	Physical and Human Geography	1. What is a coast and how are they formed? The part of the land adjoining or near the sea. The UK is an island so is surrounded by sea, therefore, we have 7,723miles of coastline. Whereas places that aren't surrounded by sea (e.g. Switzerland) has no coastline so it's a landlocked country. The UK has both rocky coastlines and coastal plains. Coastlines are

				4m – Use geographical vocabulary to refer to the physical and human features of places studied/ Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit**	things that affect the earth and the people that live on it.		formed when waves, tides and currents crash onto the shore, they wear away at, or erode, the land. 2. What is erosion and what impact does it have on the coastline? Erosion is the geological process in which materials are worn away and transported by natural forces such as wind or water. This process creates different features along the coastline. Features include: bays, headlands, crack, cave, arch, stack and stump. Children to look at the formation of these and understand key terminology. 3. Why is it important we protect them? Talk about the different uses of coasts linked to land use/services the coast provides i.e. fishing, agriculture, power generation, living etc and what impact this has had over time. 4. How can we protect them? Coastal management strategies – Hard engineering - man-made structures e.g. Sea wall, gabions, rock armour, groynes. E.g. Sea wall—a wall made of concrete that reflects waves back to the sea. Positive—prevents flooding. Negative—creates a strong backwash. Expensive to build and maintain. Soft Engineering - Beach nourishment, Dune regeneration E.g. Dune regeneration—creating sand dunes by planting vegetation to stabilise it. Positive: provides a barrier, is cheap. Negative – Nourishment is expensive and limited to a small area. Potential misconceptions: Idea that all coasts are hot - some can be icy too.
		The Roman Empire	Hist – Was the Roman invasion of Britain a success?	4a - Identify environmental regions, key physical and human characteristics and major cities of places studied within the UK and Europe 4c - Use maps to locate countries in Europe 4m – Use geographical vocabulary to refer to the physical and human features of places studied/ Physical: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	We make and use maps to know where places are in the world, to learn about where people live and why they live there.	Locational Knowledge	1. Where is Rome? Children start of locating where we are and to then use maps to locate where Rome is and to know that it is the capital city of Italy. This way children will have an understanding of scale in relation to UK and Italy. They also need to understand that Italy is part of the European continent. 2. How did the geography of Rome help it become a successful empire? Look at the geography of Rome i.e. The Alps and Apennine mountain ranges protected it from invasions; the Tiber River provided freshwater and rich soil to support the development of people, animals and crops and its close proximity to the Mediterranean Sea allowed Rome to trade with cities in Greece, Northern Europe and North Africa. How did these all help Rome at the time?

				Human: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **This target will be covered throughout the unit**			
UKS2	Year 5	Earth and Space	Science	5f - Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time to ours	We learn about the things that affect the earth and the people that live on it	Locational Knowledge	1. Why do countries across the world experience different times? Children to understand the importance of the Greenwich Meridian in relation to time zones across the world. As the planet rotates, some places receive sunlight or darkness, resulting in day and night. As the Earth rotates into the sunlight, you'll see the sunrise, whereas rotating out of the sunlight is where you see the sunset. The Earth's rotation is the primary cause why countries follow different time zones. The Greenwich Meridian (or Prime Meridian) is an imaginary line that was used to indicate $0^{O}C$ longitude. Every place on the Earth is measured in terms of its angle east or west from this line.
		Rainforests	Why is the Amazon Rainforest so important?	5a/b - Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied 5c - Name and located major cities and countries in North and South America 5d -Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied 5h - Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world. (Need	We learn about the impact that humans have on the planet. We learn more about the natural resources we get from the earth, the things that affect the earth and the people that live on it.	Locational Knowledge	1. What is a rainforest? A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. It is a type of biome. Children should understand there are different types of biomes across the world – show them a map of the different biomes and discuss the different types. How is a rainforest structured? – different layers. Emergent layer is the tallest layer of the rainforest. Canopy layer is the second tallest layer. Understory is where plant life grows beneath the canopy level but above the forest floor. Forest floor is the ground beneath the trees, consisting of roots, soil and decomposing organic matter. Each layer forms a habitat for different animals and plants. Find out about characteristics of the different layers. 2. Where are rainforests located? Children to locate the world's rainforests using the atlases to help. They could split this into Temperate and Tropical. On this map they should also locate all of the world continents and some of the countries rainforests are found in. Then, begin to unpick what they notice in relation to the equator, tropics etc: they are found on every continent except Antarctica; temperate rainforests are located in the mid-latitudes, where temperatures are much more mild than the tropics. Temperate rainforests are found mostly in coastal, mountainous areas; tropical rainforests are

				to cover a region within North or South America) 5i - Understand and explain the use of land and why people settle in volatile places 5j – Be able to recognise how places fit within a wider geographical context and are interdependent. 5t - Use symbols and a key with accuracy and begin to draw a variety of choropleth maps based on a range of data, with support. 5m - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: economic activity including trade links (**This target will be covered throughout the unit)** 5w - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results			mainly located between the latitudes of 23.5°N (the Tropic of Cancer) and 23.5°S (the Tropic of Capricorn)—the tropics. Tropical rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia. 3. What type of rainforest is the Amazon? Look at its location to help determine that it is a tropical rainforest. Use climate graphs (contains amount of rainfall using bars and the temperature of an area using a line) to back this information up too. 4. What does the Amazon Rainforest look like? Look its location in more detail i.e. what countries does it cover (Nearly 60% of the rainforest is in Brazil, while the rest is shared among eight other countries—Bolivia, Colombia, Ecuador, Guyana, Peru, Suriname, Venezuela and French Guiana). It is the largest rainforest in the world and represents half of the planet's remaining rainforests- use google earth to look at how large it is in comparison to other rainforests. 5. If Brazil is taken up by almost 60% of the rainforest, what is the rest of Brazil like? Children to look at the physical geography of Brazil and use gradient of colours to help represent difference in land elevation. They can then look in more detail at some of these areas comparing it to the amazon region. 6. Why is the Amazon Rainforest so important? – Look at the impact on humans both to the tribes that live there and worldwide benefits. It doesn't just provide food, water, wood and medicines, it also helps stabilise the world's climate. Also mention that even though the Amazon is far from us, we still benefit from it too. 7. What are the threats to the Amazon rainforest and what are we doing about it? We have lost almost 20% of the rainforest already due to deforestation.
		Local Area study linked to Environmentalists	How can we help our local area?	5v – Annotate a sketch with descriptive and explanatory labels to suggest how photos provide useful evidence for their investigation.	We learn about the impact that humans have on the planet.	Physical and Human Geography	1. Following on from the mini-adventure 'Environmentalists- How can we save our planet?', children could come up with a plan to give back to their local area. 2. Children need to come up with their own investigation – try and steer them to link it back to land use or pollution from what they have learnt during their environmentalist study.

							3. Children then need to plan their own investigation. To do this you could provide children with an area of Walsall e.g. a specific park/road/residential area/ unused plot of land. Can they sketch and annotate what they already know about this area. Then, add onto it what they want to find out/do to improve that location. 4. When out in the field, children could then take photos of their area observing the issue e.g. pollution: ineffective land use etc. 5. Once they return to the classroom, could they decide how they present their findings. Have they identified any issues with the local area in regards to pollution or how the land is being used/could be used better. What plan of actions do they advise? 6. Is there any action they could take to make some of these changes or to raise awareness about the issues they have found out about i.e. videos/posters (doesn't have to be written).
		Environmentalists	How can we save our planet?	5e - Understand land-use patterns and how humans have had an impact on the environment over time (e.g. sustainability/management or destruction) 5o - Describe and understand where energy comes from including renewable and non-renewable sources 5p – Describe and understand the impact natural resources – minerals, water, food has on the economic activity of an area	We learn more about the natural resources we get from the earth, the things that affect the earth and the people that live on it. We learn about the impact that humans have on the planet.	Physical and Human Geography	1. Who is David Attenborough? What does he campaign for? Children need to have a background of the work David Attenborough does to begin to understand the importance of it. An environmentalist is someone that is interested or concerned about protecting the environment. 2. Why is David Attenborough's role needed? What environmental issues are we facing as a world? – water and air pollution, deforestation, biodiversity issues and climate change etc. 3. What are these issues? Look at different ways land is used (agriculture, industrial, commercial, residential, recreational and transportation are the main six). What impact do these have on our environment? For example, agricultural *can lead to decreased water quality due to chemicals infiltrating the water systems and pesticides can reduce biodiversity;* human settlements can lead to *deforestation for clearing land, loss of habitats etc* and industrial use can cause pollution from factories etc. You should also mention extraction of natural materials: minerals (including fossil fuels) and water. These can cause pollution and can also lead to issues such as subsidence due to over mining.

							5. Why do we continue to do this if we know it is having a negative impact on the environment/destruction? All of these provide a benefit to our economy. For example, agriculture provides food; minerals provide us with an energy source (make sure children know where energy comes from); industry provides us with products to sell etc. 6.What can/are we doing about these changes? Look at the different techniques miners are doing to reduce the impact on the environment. Also, look at what general issues such as recycling/reducing plastic waste to save our water systems. Finally, make sure to mention renewable energy sources. Renewable energy sources use energy sources that are not "used up". Major Types of Renewable Energy - Wind Power, Solar Energy, Hydropower, Wave and Tidal Power, Geothermal Energy, Biomass Energy. 6. Why are these change necessary? – Sustainability. The idea that a healthy natural environment is also good for our economy. In order for our word to be sustainable, we need to move forward with the economy and the environment as a lot of natural materials provide us with resources we need to produce goods and services, and they also absorb unwanted by products in both pollution and waste (Trees absorb CO2 etc).
		Maya	Hist – Why should we study the Maya?	5a/b - Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied 5c - Name and located major cities and countries in North and South America 5h - Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world. (Need to cover a region within North or South America) 5r – Select a map for a specific purpose e.g pick an atlas to find Taiwan, OS map to find local village and to find out about	We learn more about the natural resources we get from the earth, the things that affect the earth and the people that live on it.	Place Knowledge	Where did the Maya live? Locate and understand they were from Mexico/Central America. Then focus specifically on the different regions covered by the Mayans. Mayan civilization occupied much of the northwestern part of the isthmus of Central America, from Chiapas and Yucatán, now part of southern Mexico, through Guatemala, Honduras, Belize, and El Salvador and into Nicaragua. 2. Why did they settle here? Study how each of the sub-areas are different even though they are within the same region. • The Northern Maya lowlands on the Yucatán Peninsula • The Southern lowlands in the north of Guatemala • The Southern Maya Highlands in the mountains of Guatemala How did the physical characteristics of the land impact the civilisation?

				other features of places e.g. find wettest part of the world. They must also be able to use the index and contents page within atlases.			
		Exploration	How did Robert Falcon Scott navigate across the Antarctic?	5a/b-_Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied 5d - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied. 5s - Use 8 compass points 5u - Use 4 figure coordinates to locate features on a range of OS maps, and be introduced to 6 figure grid references	We make and use maps to know where places are in the world We learn about the physical features of the earth, how it is changing and think of reasons why.	Map Work	1. Where is the Antarctic? Children to use atlases, maps and globes to locate it on a world map. Can they also locate the seas near by. Children also need to identify the position and understand the significance of longitude, latitude, equator etc (see objective). From this, they need to understand the climate conditions here. They need to know that the Antarctic is the coldest and driest continent on Earth and that it is covered in ice and snow. 2. What is the Antarctic like? Show children the map below – what do they notice? Areas of elevation show that there are mountainous areas. However, very other symbols are seen on here which indicates lack of civilisation. Discuss the extreme climate and weather conditions in Antarctica to give children even more of a context. Explain how the freezing temperatures and harsh winds can make it difficult for humans to survive here. This is why it is the only continent with no permanent human habitation. Physical characteristics -Show them some of its unique ice formations and explain how it is the largest single piece of ice on Earth. 3. How would Scott navigate his journey in such conditions? Introduce them to the 8 compass points (North, East, South, West, Northeast, Northwest, Southeast and Southwest). To begin with, can they identify the direction the Antarctic is in relation to Walsall/UK? Explain that they give directions on a map and Scott and his team used them to help them navigate across the Antarctic. (Children could map their own journey around school using the compass points) 4. Children need to have an understanding of 4 grid references and be confident using these before moving onto 6 grid references. They could then use this skill to plot Scott's expedition in the Antarctic or some of the base camps he stopped at. Grid references: Maps have gridlines on them. We use them to pinpoint locations by using a grid reference. Four-figure grid reference, such as '19 45', indicates a 1 km by 1 km square on

							the map; and. six-figure grid reference, such as '192 454', indicates a 100 m by 100 m square on the map. Always read the eastings first (x-axis) and then the northings (y-axis). Latitude and Longitude - Using latitude and longitude is a more accurate method of pinpointing the exact location of a very specific place on the earth's surface and is commonly used by satellite positioning systems and GPS devices. Latitude specifies the north-south position of a point and longitude the east-west position. Scale – At the bottom of each map there's a scale that indicates the distance on the map. When you measure a distance on the map, just compare it to the scale, and it will instantly tell you the real-world distance.
	<u>Year 6</u>	Islands	How do islands differ around the world?	**<u>Place Knowledge</u>** 6d - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied 6p - Describe and understand the impact natural resources – minerals, water, food has on the economic activity of an area 6w - Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results 6m - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including: economic activity including trade links **(This target will be covered throughout the unit)**	**We make and use maps to know where places are in the world, to learn about where people live and why they live there.**	Place Knowledge and Map Work	1. Where does Michael go on Peggy Sue? – Children to find out the route Michael goes on whilst on Peggy Sue. Children to use coordinates to help them pinpoint the places he visits on a world map using the atlases. When plotting coordinates, they should always do the eastings first and then northings. Children should also understand longitude and latitude. They should learn about navigation and to understand that the world map is a flattened globe. 2. Children should then use 8 compass points to describe the route he takes and the places he would see on his journey. 3. Where did Michael end up? (Kensuke's island, which we know must be near Papua New Guinea as that was where he was heading last) – What is an island? Briefly talk about the difference between an island and mainland. Briefly look at islands around the world and talk about the UK also being an island. 1. How might the island he finds himself on now be different to the UK, where he started? Compare the climate between the UK and islands near Papua New Guinea. Look at their locations, talking about the significance of the equator, tropics etc. Then, children to find out about the climates and organise the data by creating their own climate graphs to compare the rainfall and average temperature throughout the year. Children to then describe what they notice and if this is what they expected. 2. How else are the two islands different? Link to population – Create a choropleth map (a map which uses different shades of colour to show density of data) based on data linked to population for the UK

				Map Work 6r – Confidently, select a map for a specific purpose e.g. pick an atlas to find Taiwan, OS map to find local village and to find out about other features of places e.g. find wettest part of the world and recognise a world map as a flattened globe. 6s - Use 8 compass points confidently 6t - Draw a sketch map using symbols and a key with accuracy and increasing complexity, and be able to discuss choices and draw a variety of choropleth maps based on their own data and data collected from sources elsewhere. 6u – Use 4 and 6 figure grid references to locate features on a map and use coordinates to locate longitude and attitude on atlas maps.			and Papua New Guinea islands. What do they notice? Predict why they think this may be. 6. Why do people choose to settle in different places? Look at the impact resources have on a location i.e. settlements develop near a supply of water, food, shelter etc. and how these places grown over time.
		Vikings/Anglo Saxons	Hist – Who were the Anglo Saxons and Vikings?	6c - Name and located major cities and countries in Europe 6a/b – Use a variety of maps to locate and identify geographical regions, cities, seas and physical and human characteristics of countries and places studied	We make and use maps to know where places are in the world, to learn about where people live and why they live there.	Locational Knowledge	1. Where did the Anglo-Saxons and Vikings came from? – Use maps and atlases to identify the countries the Vikings and Anglo Saxons came from. 2. Where did they settle? – Look at the route they took and identify the seas they crossed to get to the UK. Children need to also understand that they settled in the UK and that it was divided into kingdoms. Make links to the names of places and how these were influenced by Vikings/Anglo-Saxons. 3. Why did they settle in the UK? – Look at the geographical features of the countries they came from (i.e. Germany, Netherlands, Scandinavia etc) and of the UK at the time of invasion. Compare the two areas and explain reasons for their movements.
		Mountains	Are all mountain ranges the same?	• **6c - Name and located major cities and countries in**	We learn about the physical features of the earth, how it is	Physical and Human Geography	1. What is a mountain? Children to look at what a mountain is and to identify its main characteristics: steep slope, summit/peak, mountain range, high elevation, rugged terrain, often covered in snow and ice. – gives children a context. What

				Europe and North or South America • **6h – Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world.** • **6i – Understand and explain the use of land and why people settle in volatile places** • **6m – Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.** • **Describe and understand key aspects of human geography, including: economic activity including trade links (This target will be covered throughout the unit)** • **6q – Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area** • **6r – Confidently, select a map for a specific purpose e.g. pick an atlas to find Taiwan, OS map to find local village and to find out about**	changing and think of reasons why.		is the difference between a mountain and a hill? What is a mountain range? 2. How would we locate a mountain on a map? – Children to explore contour lines on an OS map and begin to realise that the closer the contour lines are, the steeper the mountain. Spot heights are also give to tell you the height above the ground of the mountain. 3. Where do we find mountains? Children to use atlases to locate the world mountain ranges and identify which continents they are found in (Rocky Mountains, North America; The Himalayas, Asia; The Alps, Europe; The Andes, South America etc) What do we notice? Match up to the plate tectonics to show them that they form along plate boundaries, or former plate boundaries. 4. How are they formed? How are plate tectonics involved in their formation? The movement of tectonic plates can cause mountains to form. Study the different formations: Fold mountains, Fault-block mountains, Volcanic mountains, Dome mountains and plateau mountains). 5. Why do people chose to live in areas prone to natural disasters/harsh conditions? – due to economic reasons (mining, farming), cultural reasons (religious significance), or simply because they have always lived there. 6. Children to compare the Rocky Mountains, North America and The Himalayas, Asia. Were they formed differently? Climate? Culture? The Rocky Mountains are more developed with modern infrastructure whereas the Himalayas is only accessible by foot or mule. The Rocky Mountains has a diverse economy that includes agriculture, tourism, mining and oil and gas production. Whereas, the Himalayas is primarily agrarian economy and limited industrial development.

				other features of places e.g. find wettest part of the world and recognise a world map as a flattened globe. **Fieldwork** • 6v - Annotate sketches to describe and explain geographical processes and patterns			