HAMPDEN GURNEY
CE PRIMARY SCHOOL

Geography – Age Related Statutory Coverage - Curriculum Skills and Progression Map

Early Years Foundation Stage	Key Stage One Learning	Key Stage Two Learning
Understanding The World **Nursery** Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. **Reception** Looks closely at similarities, differences, patterns and change. **ELG** Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another. **Inquiry:** Geography is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is planned and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week. Make observations about their local environment. Talk about the features of their immediate environment.	**Locational Knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and Physical Geography** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: • key physical features • key human features **Geography skills and fieldwork** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	**Locational Knowledge** Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle, the Prime/Greenwich Meridian and time zones. **Human and Physical Geography** Describe and understand key aspect of: Physical geography: climate zones, biomes and vegetation belts. rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water. **Geography skills and fieldwork** Use range of mapping to locate countries and describe features studied.

Geographical Skills and Fieldwork Explore the use of a weather map. **MAPS** • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment. **KNOWLEDGE AND UNDERSTANDING** Make comparisons between familiar places.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.	Use eight points of a compass, 4 and 6-figure grid references, symbols/key. The fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

Geography – Age Related Statutory Coverage - Geography Vocabulary Map

Early Years Foundation Stage	Key Stage One	Key Stage Two
• Environment • Place • Feature • World • City • Map • Weather • Compare • Similar • Different	**Locational Knowledge:** Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean. **Key Physical Features:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Key human Features:** city, map, town, village, factory, farm, house, office, port, harbour and shop	**General Vocabulary:** • County • Country • Continent • Map • Location • City • Town • Distance • Biome • Time zone • Landform • Rural • Each topic unit will have specific vocabulary

GEOGRAPHY: INQUIRY/DEEPER THINKER BIG QUESTIONS

Early Years Foundation Stage	Key Stage One	Key Stage Two
• Geography is covered throughout the year through weekly themes	• Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught.	• Inquiry approaches are used whenever applicable to the lesson or group of lessons

taken from the interests of the children. • A weekly hook sheet is planned and geographical skills independently throughout the week. • Children can make observations about their local environment. • Children talk about the features of their immediate environment?	These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. • Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their geographical skills and understanding to answer a deeper thinking question (Appendix 3 for examples).	being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. • Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit work, enabling them to use their geographical skills and understanding to answer deeper thinking questions.

SKILLS MAP - GEOGRAPHY

EARLY YEARS FOUNDATION STAGE - EXPECTED STANDARD

AUTUMN TERM	SPRING TERM	SUMMER TERM
GEOGRAPHICAL STUDY and FIELD WORK • Explore the use of a weather map. **MAPS** • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment. **KNOWLEDGE AND UNDERSTANDING** • Make comparisons between familiar places.	**GEOGRAPHICAL STUDY AND FIELD WORK** • Can they explain where they live and describe some of the physical features? **MAPS** • Use simple blocked maps and plans • Explore the use of a map. • Identify what a map is. • Draw simple maps of their immediate environment **KNOWLEDGE AND UNDERSTANDING** • Describe places using their characteristics and simple vocabulary – e.g. house, street, wood. • Understand the concept of close and far away.	**GEOGRAPHICAL STUDY and FIELD WORK** • Make observations about their local environment. • Talk about the features of their immediate environment. **MAPS** • Identify features on a map • Draw simple maps and plans, sometimes with keys. • Begin to use concepts of NSEW **KNOWLEDGE AND UNDERSTANDING** • Explain the impact that their activity has on the local environment. • Describe some actions which they can do to help maintain the area they live in.

YEAR 1 EXPECTED STANDARD

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AUTUMN TERM: Our Local Area	SPRING TERM: Our Country	SUMMER TERM: Understanding Climate
GEOGRAPHICAL STUDY and FIELD WORK • Can they make observations about their local environment? • Can they talk about the features of their immediate environment? • Why are maps needed? • Do they show interest in what they see in field work? • Can record what they have seen, in simple ways? • Can they remember and talk about what was seen? • Can they use digital cameras to record what they see? • *features in our school grounds*? *Why are most features human*? **KNOWLEDGE AND UNDERSTANDING** • Look at aerial views as well as photographs and plan perspectives to ensure children see it from various angles. https://www.google.co.uk/maps • Can they express views about local area and environment? • Can they describe a locality, including the people around the school, and how to keep safe? • Can they Identify key features of a locality by using a map? • Can they focus in on the area in which the children live, their school and play areas? It may also include places they visit with	**GEOGRAPHICAL STUDY and FIELD WORK** • Can they explain where they live and describe some of the physical features? • Can they answer some questions using different geographical resources? • Can they understand that there are different types of places that people live in? • Can they make comparisons between two cities and within the cities e.g. London and Liverpool? **KNOWLEDGE AND UNDERSTANDING** • Name and locate by identifying characteristics of the four countries in the UK and their capital cities in the UK. • England- London, Northern Ireland- Belfast, Scotland- Edinburgh, Wales- Cardiff • The UK is bordered by *four seas*: to the south by the *English Channel*, which separates it from continental Europe. To the east by the *North Sea*. To the west by the *Irish Sea* and the *Atlantic Ocean*. *(Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land. Seas are found on the margins of the ocean and are partially enclosed by land.)* • UK: United Kingdom is a European country that includes four separate countries on the British Isles: England, Northern Ireland, Scotland and Wales. • Great Britain is the name for three nations on the main isle: England, Scotland and Wales.	**GEOGRAPHICAL STUDY and FIELD WORK** • Can they Explore the use of a weather map? • Can they label a diagram or photograph using some geographical vocabulary? • Can they ask simple geographical questions? • Can they take and use digital photographs? • Can they make detailed sketches whilst on field work and/or draw labelled diagrams? • Can they discuss changes in weather and seasons from a chart? • Can they use tally charts and simple tables to collect information? **KNOWLEDGE AND UNDERSTANDING** • Can they identify parts of some physical features – e.g. coast, seaside, mountains, beaches, etc.? • Can the understand that rainfall and temperature are key factors in determining climate? • Read temperature and rainfall measurements. • Understand what is the weather typically like in these places. • Observing, measuring, recording, researching weather, creating 'weather wheels' for each place, weather reports, using weather symbols on maps. *If there is a difference, what are the reasons for this*? (Link to climate and global position in relation to the Equator etc). • Discuss weather words that the children may not have heard before e.g. hail, sleet, snowstorm, drizzle, downpour, shower,

parents on a regular basis, such as going to the shops, visiting relatives or visiting a park.

- Can identify what they like and don't like about their locality and give reasons why?
- Can they make a lists of places with similar characteristics – e.g. the seaside, towns?
- Can they use vocabulary of size to classify village, town, city, etc.?
- Can they recognise characteristic physical and human features of places – built up, noisy, busy…?
- In contrast, select a village inland and compare and contrast maps.

MAPS

- Explore the use of a map.
- Identify what a map is.
- Draw simple maps of their immediate environment.
- Mark the location of the school on a simple local map.
- Understand the concept of sketching from a 'bird's eye view' and be able to draw simple plans, plot, describe or sequence the journey to and from these areas based on daily experiences
- Created, encourage simple labelling and use of age appropriate directional language e.g. '*The role play area is next to the reading corner and opposite the teacher's desk*'.
- Study aerial views and plans of their classroom, school building or entire school site depending on their level of understanding. *Do they recognise the building*? *Can they label any significant areas*? *What helps us to determine what each feature is*? *Do we have any physical?*

- Britain is used only for including the mainland countries England and Wales.
- National Symbol: Lion (national animal), Union Jack (national flag) and the national colours: blue, white and red.
- The UK has 13 British Overseas Territories, among them are Cayman Islands and British Virgin Islands in the Caribbean, Gibraltar on the Iberian Peninsula and Saint Helena in the South Atlantic Ocean.

Learning Activities:

- Where do you live? (Link to fieldwork) find out about your place before finding out about other places.
- Have photographs of the local area and comparisons e.g. if school is inner city, explore hamlets, villages and towns. Ask the children if they know anyone who lives in a different place to them (talk about own experiences). Have the ever holidayed at the beach?
- Ensure children have a sense of their own place before comparing to contrasting places. Do they know if they live in a city, town or village? Are all cities the same?
- Look at aerial views as well as photographs and plan perspectives to ensure children see it from various angles. https://www.google.co.uk/maps
- Start the by naming and locating the countries and capitals on a UK map and identifying and marking Liverpool and finally the local area in London. Children can then write simple sentences about location and place e.g . Liverpool is a City in the North

overcast, gloomy, blustery, gust, brisk, fog, haze, mist, smog.

Physical Geography

- **PHYSICAL features**: *A basic look at climate - Are all places on our planet the same temperature*? *Where are the colder and warmer areas of our planet*? *How close is this place to the Equator / Poles*? *What would this tell us about the climate in this place*? Knowing that hotter areas are near the equator and as we progress away, towards the poles, the temperature decreases.
- *Is there anywhere on the planet where it is always night*? *Always day*? What is the '*land of the midnight sun'*?
- Watch and journey through the seasons in the UK: https://www.bbc.co.uk/bitesize/articles/z6jxdp3 (1.29)
- Watch the clip that introduces children to the concept of climate: https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk (2.02)
- Work your way through the weather resources: https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate
- And from national geographic https://www.natgeokids.com/uk/teacher-category/weather/

Learning Activities:

- Do they know the features of their local area? Take photos and show them to the children. Can they find them on a map? E.g. a post box, a bus-stop, a significant building, a park.

This clip is on transport, travel and landmarks of London | Geography - William Whiskers on: **https://www.youtube.com/watch?v=MuDAUa0XSHI (9.36)**

- Photograph areas of the classroom, school building or entire school grounds (children could do this with an adult or they could be provided with an iPad etc). *Can the children work in teams to stick reduced versions of the photographs in the correct locations on an enlarged aerial view / plan*? *Can they describe where one area studied is in relation to another using directional language*? Encourage use of the four compass points and ensure North is labelled on any map or plan presented.
- Understanding what makes their local area so special is vital. *What makes our area unique*?
- Zoom out to the world view and then zoom in gradually to focus on your local area, creating a narrative as you do so.
- 'Digimap for Schools'/ 'Street Maps' are great tools and KS1 children love OS maps - they have experienced in car SAT NAVS etc and so often can have a surprising ability to identify main roads and other key map features! https://digimapforschools.edina.ac.uk/

West region of England. Liverpool is part of the county Merseyside but used to be in the county of Lancashire; London is in the South East of UK and the capital of UK. Information of the City of London and its different Boroughs.

This clip outlines the key features of villages, towns and cities.

- **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p (3.14)**

Maps

Explore the four different countries that make up the United Kingdom. Watch 'Explain This': The UK

- **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6 (1.58)**
- UK & Ireland: https://world-geography-games.com/europe_uk_ireland.html
- Explore globes and maps, watch Mapping the World: BBC Bitesize
- **https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7 (1.54)**

Use some of the following websites to take a look at street views and bird eye views:

- Show My Street: **https://showmystreet.com/**
- Instant Street View: **https://www.instantstreetview.com/**

Google Earth:
https://www.google.co.uk/intl/en_uk/earth/

Watch BBC 'Explain This': Climate which introduces pupils to the concept of climate.

- **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk (2.02)**
- Watch Weather and Climate: BBC Bitesize
- **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk (1.51)**

MAPS

- Can they mark some locations on a map of UK – out town, our school visit, my holiday?
- Identify key features on a weather map?

• Reinforce understanding of aerial map views by displaying and demonstrating how the children can locate and label their school, street, local shops (any digital mapping source works.) • After OS Maps in any form are studied, the children can complete the study by writing geographically about what makes up the local area. • Use some of the following websites to take a look at street views across the country: • Show My Street: https://showmystreet.com/ • Instant Street View: https://www.instantstreetview.com/ **Learning/extension:** • Comparing their homes to friends and family who may live in different places. • Draw a map of their home and surrounding area. If internet access, use google • maps / google earth to look at different viewpoints of their area. • More Able children may be able to suggest what is lacking in the local area and how this could be improved, providing reasoning and even drawing over OS map extracts to add another park etc. **Geographical Vocabulary** • Know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		
YEAR 2 EXPECTED STANDARD		
AUTMN TERM: The Seaside – Coastal Places	**SPRING TERM: Countries, Continents and Oceans**	**SUMMER TERM: China vs UK – Culture and Landscape**

• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality? • Can they identify key features of a locality by using a map? • Can they devise a map and use a key? **KNOWLEDGE AND UNDERSTANDING** • Recognise characteristics physical and human features of places – built up, noisy, busy … • Identify parts of some physical features – e.g. coast. • Locate different seaside resorts and identify different features. • Consider human's impact on beaches and seaside. • Looking at the UK as a whole, where is Liverpool? Discuss 'Port city'. Are there any other ports around the country? Where are they? What similarities and differences do they have? **MAPS** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Learning Activities:** • *Is each place busy or quiet? How close* together are the houses and buildings? How	• Can identify what they like and don't like about their locality and give reasons why? • Can they answer some questions using Name and locate the four countries and capital cities in the UK. • Mark some locations on a map of UK – out town, our school visit, my holiday. • different geographical resources? • Begin to identify climate zones and use a range of different mapping sources. **GEOGRAPHICAL STUDY and FIELD WORK** • Collect simple statistics – longest, shortest and highest. • Fill in and use a chart comparing features of continents or oceans. **KNOWLEDGE AND UNDERSTANDING** • Talk about places seen in books, videos, internet. • Describe aerial photographs to identify land use and other geographical features. • Express views of different areas and environments. • Where each location has a similar feature e.g. rivers / mountains, ensure key differences are still highlighted e.g. length, depth, usage / highest peak, area… Use of Venn diagrams can work very well here, using simple text and / or photos / images. • Name and locate different continents • Make simple plans and talk about them. • Identify climate zones and use range of different mapping sources. **MAPS**	• Can they label a diagram or photograph using some geographical vocabulary? • Can they describe a locality and compare it with the UK? • Can they identify key features of a locality by using a map? • Can they devise a map and use a key? • Can they compare weather patterns in the UK and China? **KNOWLEDGE AND UNDERSTANDING** • Understanding geographical and cultural similarities and differences. • Understand similarities and differences in places – between UK and China. • Use aerial photographs to identify land use and other geographical features. • *Before learning about other places and ultimately making comparisons, it's crucial for the children to have a geographical understanding of their own area and context.* • Opportunities to compare London with a non-European country (China). Compared and contrasted, picking out fundamental similarities and differences. • *What are the main HUMAN features that exist within these locations?* • *What are the main PHYSICAL features that exist within these locations*? *Where are they*? *How were they formed*? *What do they bring to the area*? (*Tourism, recreation, areas of natural beauty, protected areas, dangers, environmental challenges*…) • *Are there any HUMAN or PHYSICAL features that exist solely in one of these places and*

are the houses built? What are they constructed from? Is there evidence of open spaces? What are the open spaces for? Is it rural or urban? How can we tell from an aerial view? • Does the place have good transport links? Why are there so many OR a lack of main roads, motorways, railway tracks and airports? • What are the main jobs that the people do there? How do these differ for each location? Could we do these jobs or does our climate prevent us from doing so? • Why do people come to each place? Starting to understand and compare tourism, unique human and physical features. • What is (place) like? What if I lived there? What is grown there that is different? What does (place) produce? (A foundation for a basic understanding of trade). • Which place would you rather live in and why? Answer using key geographical vocabulary and refer to human and physical features; an assessment opportunity. **<u>Learning Activities:</u>** **Physical Geography** • **PHYSICAL** features: What and where are the coastal towns/cities? How were they formed? Why are they famous? Why can't I see many from my window? **Human Geography** • What is this place most famous for –e.g. Brighton beach?	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Learning Activities:** • Research: Famous places in …. • Where would I like to go? I would like to go to… It is in the continent of… To get there I would travel by… I would like to go there because… Here is a picture of what I would see (labelled features)… Here is some information about what makes it special… • What if I lived in… a rural setting, a coastal setting, a city? How would my life be different? What would I typically see around me? Create a rural / urban / coastal scenes and label features, describe daily life. • Locate the place of focus on any form of world map/globe. It is fascinating to use 'Google Earth' and 'zoom in' to the place/ 'fly over it', creating a geographical narrative as we do so. Model this for the children and then let them have a try! • Describe the location in relation to other areas / countries / continents / the UK using age appropriate directional language: '…is north of… and below… to the west is… and the … ocean is to the east'. • Use journey lines to look at distance, how to travel to the location (air, land or sea) and	*not the other*? *Can we suggest why this may be the case*? **Aspects for comparison.** • What makes this place different? • Ensure a strong understanding of the most fundamental human and physical features in the place being studied E.g. unique landmarks, rivers, streams, brooks, recreational areas (children will know their local park!). • Weather and climate, vegetation, natural habitats, settlement, land-use and even population can be addressed if the basic understanding is secure. • Use a coloured map of UK, laminate and cut into countries for children to use as a jigsaw. They will be also able to use whiteboard pens to write on the countries and capital cities. This can also be made and used for continents and oceans around the world. • Have blank laminated maps for children to draw borders and write countries / continents/ capital cities on. • Use 2D 'Flat' maps alongside 3D Globes and images on screen to enable children to make connections **Watch BBC 'Your World' Series:** • **<u>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr</u>** • Focusing on geographic themes such as size, climate and terrain, this series compares the experiences of children living in the UK to contrasting places around the world.

- **HUMAN** features: What are they? When and why were they built? What purpose do they serve?
- Did this area always look like this? Where does its name come from? How has (place) changed over time? Which features have people added to landscape over the years? Why? What are the reasons for these changes?

Watch a selection of BBC teach videos explaining geographical topics:

Watch Maps: BBC Bitesize

- https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4 (1.37)
- Watch Contours, Keys and Symbols: BBC Bitesize
- https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk (1.56)
- Watch BBC 'Explain This': Maps this help younger pupils understand maps, including how and why we use them.

https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8 (2.46)

Take a look at some of the following websites to support map work:

- **https://getoutside.ordnancesurvey.co.uk/about/mapzone/**
- **https://dfsresources.edina.ac.uk/resource/where-do-i-live**
- **https://getoutside.ordnancesurvey.co.uk/guides/map-reading-skills-for-children/**
- **(see also human and physical features)**
- **https://dfsresources.edina.ac.uk/resource/where-do-i-go-week-**

which bodies of land and water are travelled over (this is a good activity to reinforce locational knowledge of the continents, oceans, Equator, Hemispheres etc.)

- Understand geographical similarities and differences

Watch an Introduction to the UK:

- Watch and listen to the 7 continents song: **https://www.youtube.com/watch?v=K6DSMZ8b3LE (2.02)**
- Watch the UK video clip from BBC teach:
- **https://www.youtube.com/watch?v=kU_SpzWKtqE (2.10)**
- Watch and listen to the 5 oceans song: **https://www.youtube.com/watch?v=X6BE4VcYngQ (2.17)**

Learning/extension:

Watch and listen to the Ocean song:

https://youtu.be/X6BE4VcYngQ (2.17)

- Use as a stimulus to write geographically about factually about the oceans, for example: '*The Indian Ocean is the warmest ocean because it's near... The... is the most shallow ocean... Further away from the Equator, the coldest ocean is... The Bermuda Triangle is in...*'

Watch and listen to the continents song:

https://youtu.be/K6DSMZ8b3LE (2.02)

- Use this stimulus to extract key information from and to write geographically and factually.

- What it's like living in hilly cities using the examples of Edinburgh in Scotland and Addis Ababa in Ethiopia.
- A closer look at living in opposite climates, North of England and North Australia.
- Comparing two children's lives in Birmingham, UK and Johannesburg, South Africa.
- The experience of living next to rivers in Belfast, Northern Ireland and Pune in India.

MAPS

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of the location studied, area and the key human and physical features of its surrounding environment.
- 'DIGIMAP for SCHOOLS' has now gone global and grants access to maps throughout different periods in time to make easy comparisons using OS maps.
- Digimaps, mini maps website: **https://dfsresources.edina.ac.uk/resource/mini-mapping-ideas**
- This website has free maps to use: **https://dfsresources.edina.ac.uk/resource/world-and-continent-maps**

Home learning/extension:

- Watch BBC 'In my Shoes' Series: **https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-in-my-shoes/zn7wpg8**

	Play the following game about continents: https://world-geography-games.com/continents/index.html • Explore the Oceans, watch BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw **(1.35)** • Play the following game to support ocean knowledge: https://world-geography-games.com/oceans/index.html	A series of child led clips which introduce and explore life in different countries such as China, Holland, the Netherlands, Germany, Bavaria…
GREATER DEPTH		
Can they use a range of geographical evidence to make predictions? Can they make comparisons between people and places and explain their reasons?	• Can they ask relevant geographical questions using a range of sources provide? • Can they show empathy towards a geographical event or issue and explain the impact on people or place?	• Can they explain the impact that their activity has on the local environment? • Can they describe some actions which they can do to help maintain the area they live in?

Year 1: Vocabulary:	**Seasons/seasonal, Spring, Summer, Autumn, Winter, Climate, *(General vocabulary connected to weather)* Drought, Flood, Environment, Equator, Continent, Forecast, North pole, Ocean, Land, names of continents, oceans and countries** **Beach, Cliff, Factory, City, Farm, Coast, Harbour, Forest, Office, House, Hill, Port, Country, Landmarks, Settlement, Mountain, Town, Village, Island, River, Sea, Landmark, Soil, Valley, Vegetation** **Aerial view /Bird's eye view, Atlas, Compass, Co-ordinate, Globe, Grid reference, Map, North, South, East, West, Route, Scale, Symbol** **Next to, far, behind, near, under, left, right, forwards, backwards, distance; Human, Physical, Features, Landscape, Port, Harbour, Shop.**	
KEY CONCEPTS:	• **Schools should pick key concepts based on their own curriculums and identified focuses.**	○ **Place** ○ **Scale** ○ **Distance** ○ **Region** ○ **Spatial association**
Year 2: Vocabulary:	• **Human, Physical, Features, Landscape, Beach, Cliff, Coast, Forest, Hill, Mountain, Sea, Ocean, River, Soil, Valley, Vegetation, Season, Weather, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop.** • **Direction: North, South, East West, Near, Far, Left, Right, Above, Below, On, Under, Opposite…** • **Names of the continents & oceans, countries, cities, towns, villages etc studied, North Pole, South Pole, Equator, Climate, Weather** • **Map, Symbol, Key, Title, Aerial view, Bird's-eye-view, Route, Plan.**	

	• **Seasons/seasonal, Spring, Summer, Autumn, Winter, Climate, *(General vocabulary connected to weather)* Drought, Flood, Environment, Equator, Continent, Forecast, North pole, Ocean, Land, names of continents, oceans and countries.** • **Beach, Cliff, City, Farm, Harbour, Forest, Office, House, Port, Country, Landmarks, Settlement, Town, Village, Island, River, Sea, Landmark, Soil, Valley** • **Vegetation, Aerial view /Bird's eye view, Atlas, Compass, Co-ordinate, Globe, Grid reference, Map, North, South, East, West, Route, Scale, Symbol** • **Next to, far, behind, near, under, left, right, forwards, backwards, distance**

Geographical Sources of Evidence

• Photographs including aerial photographs
• Atlases and globes
• Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps
• Google Maps and Google Earth
• Infographics
• Gazetteers (Geographical dictionary which contains information about locations and statistics)
• Audio/ Video recordings/ Films
• Published books, newspapers and magazine clippings
• Letters
• Visitors and interviews Field work objects e.g. weather vane, barometer

Background Knowledge for Teachers: Overview of Framework

Seven Continents:

- Asia- the largest continent; it contains the most people
- Africa- second largest continent; has the most countries (55); the oldest human fossils and skeletons have been found here
- North America- third largest continent; contains USA, Canada, Greenland, Mexico and 18 other countries; most people speak English, Spanish or French
- South America- fourth largest continent; contains the longest river, highest waterfall and largest mountain range; contains the worlds largest rainforest (Amazon)
- Antarctica- third smallest continent; extremely cold; covered in ice; doubles in size in winter when the seas freeze; contains 90% of the worlds ice
- Europe- Second smallest continent; humans first travelled to Europe about 35,000 years ago; the United Kingdom is in Europe
- Australia- smallest continent; sometimes called Australasia or Oceania; contains Australia, New Zealand and many islands

Five Oceans

An ocean is a huge body of salt water. Oceans cover nearly 71 percent of Earth's surface. Oceans contain almost 98 percent of all the water on Earth. There is one world ocean, but it is divided into five main areas: The Pacific, the Atlantic, the Indian, the Arctic, and the Southern, or Antarctic.

- Pacific Ocean- is the biggest ocean of the world and covers more than 30% of the Earth's surface; the largest coral reef in the world is located off the Australian coast and is called the Great Barrier Reef.
- Atlantic Ocean- is the second biggest ocean in the world and is between the continents of America and Europe and Africa; about half the size of the Pacific Ocean and covers roughly 20% of the Earth's surface
- Indian Ocean- The Indian Ocean is located between Africa and Austral-Asia; the waters of the Indian Ocean provide the largest breeding grounds of the world for humpback whales.
- Southern Ocean- The Southern Ocean is located around the South Pole across the Antarctic circle in the Southern Hemisphere off Antarctica; the Southern Ocean is the home of Emperor Penguins
- Arctic Ocean- The Arctic Ocean is located around the North Pole across the Arctic circle; there are many polar bears living on the Arctic ice
- Around 97 percent of the planets water is in the oceans.
- Around 80 percent of the world's population lives within 60 miles of the ocean coast.
- The world's longest mountain range is actually under the ocean and is called the Mid-Atlantic Ridge.

Countries and capital cities of the UK

- England- London I Northern Ireland- Belfast I Scotland- Edinburgh I Wales- CardiffThe UK is bordered by *four seas*: to the south by the *English Channel*, which separates it from continental Europe. To the east by the *North Sea*. To the west by the *Irish Sea* and the *Atlantic Ocean*. *(Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land. Seas are found on the margins of the ocean and are partially enclosed by land.)*UK: United Kingdom is an European country that includes four separate countries on the British isles: England, Northern Ireland, Scotland and Wales.
- Great Britain is the name for three nations on the main isle: England, Scotland and Wales.Britain is used only for including the mainland countries England and Wales.
- National Symbol: Lion (national animal), Union Jack (national flag) and the national colours: blue, white and red.
- The UK has 13 British Overseas Territories, among them are Cayman Islands and British Virgin Islands in the Caribbean, Gibraltar on the Iberian Peninsula and Saint Helena in the South Atlantic Ocean.
- Discuss weather words that the children may not have heard before e.g. hail, sleet, snowstorm, drizzle, downpour, shower, overcast, gloomy, blustery, gust, brisk, fog, haze, mist, smog.
- If there is a tree near to the classroom/ school, try to capture a photograph each month to observe changes.
- Watch and journey through the seasons in the UK: **https://www.bbc.co.uk/bitesize/articles/z6jxdp3** (1.29)
- Watch the clip that introduces children to the concept of climate: **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk** (2.02)
- Work your way through the weather resources: **https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate**
- And from national geography: **https://www.natgeokids.com/uk/teacher-category/weather/**

Year 1 Suggested book list:

- **A Ticket Around** the World by Natalia Diaz

- **Maps Activity Book** by Aleksandra Mizielinska
- **The Usborne Sticker Picture Atlas of the World** by Sam Lake
- **Adventures Around the Globe** by Lonely Planet Kids
- **The Travel Book: A journey through every country in the world** by Lonely Planet Kids.

Year 2 Suggested book list:

- Here We Are by Oliver Jeffers
- One Day on our Blue Planet by Ella Bailey
- The Emperor's Egg by Martin Jenkins
- This is How We Do It by Matt Lamothe
- Usborne Children's Picture Atlas by Emily Bone and Dan Taylor
- London Children's Map by Guy Fox Maps
- Lonely Planet Kids- Pop-Up London by Andy Mansfield
- Here We Are: Notes for Living on Planet Earth Hardcover by Oliver Jeffers
- Big Blue Whale (Nature Storybooks) by Nicola Davies and Nick Maland
- Little Kids First Big Book Of The World (National Geographic Little Kids First Big Books) by National Geographic Kids
- Maps Hardcover by Aleksandra and Daniel Mizielinsk

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YEAR 3 EXPECTED STANDARD		
AUTUMN: Mapping Climate and Time Zones	**SPRING TERM: Exploring Eastern Europe**	**SUMMER TERM: Volcanoes and Earthquakes**
• Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use and compare two maps explaining the purpose of each? **GEOGRAPHICAL STUDY and FIELD WORK** • Use the range of primary and secondary sources, including the internet, books, Google Earth. **MAPS** • Use a range of mapping to locate countries and describe climate features studied. **KNOWLEDGE AND UNDERSTANDING** • Understand geographical similarities and differences through physical geography. • Describe and understand key aspects of physical geography climate zones. • Express views and recognise how people affect the environment, summarising the issues. **Climate Zones:** • Climate zones are areas around the world with a similar climate • Climate describes the usual pattern of weather • Temperature and rainfall across the seasons make the climate	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they research and collect information about people and places and present it? e.g. report, a poster, a brochure. • Can they use geographical vocabulary independently to describe and compare localities? **GEOGRAPHICAL STUDY and FIELD WORK** • Show interest in what they see in field work. • Record what they have seen, in simple ways. • Remember and talk about what was seen. • Use digital cameras to record what they see. • Locate the Mediterranean and countries surrounding it. **MAPS** • Work out which routes on maps and plans. • Find out the longest and shortest routes using map. • Plan routes using 4 points of the compass. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they research and collect information about people and places and present it? e.g. report, a poster, a brochure. • Can they use geographical vocabulary independently to describe and compare localities? **GEOGRAPHICAL STUDY and FIELD WORK** • Use prediction and prior knowledge to find out about unknown places, and combine this with observation. • Use fieldwork to observe, measure, record and present seismic activity. • Make predictions about where future volcanoes or earthquakes will occur. **MAPS** • Use the range of primary and secondary sources including the internet, books & Google Earth. • Draw maps of local places, including sketches form field work. **KNOWLEDGE AND UNDERSTANDING** • Describe and understand key aspects of volcanoes and earthquakes. Case study of

- Same climate zone can be found in different continents
- Places near the equator are hot and wet
- Places along the Tropics are dry all year
- Places get colder as you move further from the Tropics
- Coldest places are found nearest the Poles

Learning Activities:

Study climate, average rainfall, humidity etc, typical weather patterns in the location.

- How does climate differ across the country / continent?
- Compare two contrasting climates within the continent / compare to the UK.
- Weather reports, collecting data.
- Compare areas focused on to London / UK using e.g. VENN diagrams.

Learning/extension:

Watch BBC 'Your World' Series:

- https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr
- Focusing on geographic themes such as size, climate and terrain, this series compares the experiences of children living in the UK to contrasting places around the world.
- What it's like living in hilly cities using the examples of Edinburgh in Scotland and Addis Ababa in Ethiopia.
- A closer look at living in opposite climates, North of England and North Australia.
- Comparing two children's lives in Birmingham, UK and Johannesburg, South Africa.

to build their knowledge of the United Kingdom and the wider world

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

KNOWLEDGE AND UNDERSTANDING

- Consider how water is distributed across the world and the impact water has on people's lives.
- Understand the different uses of different places.
- Begin to describe and understand key aspects of the water cycle.
- Human geography: economic activity including trade links, water cycle and water links, distribution of natural resources, including energy, food, minerals and water.
- Explore jobs and why they are important.
- Able to group jobs into section.
- Find out how people earn a living in other parts of the world.
- Find out about unemployment and its effects.

Key Knowledge: The Water Cycle

- Water on the earth is constantly moving in a recycling process, this process is called the water cycle.
- The sun heats up water that is on land, in rivers, lakes and in seas and turns it into

volcano or earthquake and consider impact on humans.

- Understand links between physical and human features.
- Describe and identify how a place has changed.
- Understand how seismic activity can change a place.
- Understand that most mountains are formed from Earth's tectonic plates smashing together. Below the ground, Earth's crust is made up of multiple tectonic plates. They've been moving around since the beginning of time.

Learning Activities:

Watch volcanoes: BBC Bitesize:

- https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc (1.39) clip one
- Then watch clip two (1.32) This gives a real life look and bird's eye view of the volcano.
- Play the quiz at the end of the page.
- *Some people choose to live near to volcanoes believing that the advantages outweigh the disadvantages. Most are perfectly safe. The main draw to living near a volcano are the minerals, geothermal, fertile soils and tourism.*
- Find out more about Pompei.
- https://www.youtube.com/watch?v=YIZ4aSKT3mo (3.19)
- Write a diary entry from the point of view of a Pompei survivor.

Learn about earthquakes at BBC Bitesize

• The experience of living next to rivers in Belfast, Northern Ireland and Pune in India. • Living in remote places such as The Shetlands and Iqaluit. • Comparing two children's lives in busy capital cities, London and Tokyo. Watch BBC 'In my Shoes' Series: A series of child led clips which introduce and explore life in different countries such as Holland, the Netherlands, Germany, Bavaria***…(Not China)*** • **https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-in-my-shoes/zn7wpg8** Watch BBC 'Explain This': Climate • **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk (2.02)** Physical Geography: Watch Weather and Climate: BBC Bitesize • **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk (1.51)**	water vapour. This water vapour rises into the air and is known as 'evaporation'. • Water vapour in the air cools down and changes back into tiny droplets of liquid water, which forms clouds, this is known as 'condensation'. • Clouds that contain too much water get heavy and that water falls back down to the ground in the form of rain or snow, this is called 'precipitation'. • The rainwater that runs over the land can collect in rivers and make the journey back to the sea. The cycle is then started all over again. **Knowledge: Formation of a river.** • Rivers normally begin in upland areas and often begin when precipitation or melting ice starts to form into streams. This is known as the source of the river and is mostly characterised by steep land, narrow streams, and waterfalls. These features make up the 'Upper Course' of a river. • The next course is known as the 'Middle Course' and is when a river become wider and deeper. The water is moving with greater velocity and the land becomes of a lot flatter. The middle course contains features such as meanders and ox bow lakes, and processes such as erosion, transportation, deposition, and flooding. • The 'Lower Course' is normally wide, flat land that flows into a large body of water such as the sea. Features of the lower course include estuaries and deltas. There is a lot of deposition in the lower course, which is	• **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39 (2.03)** • Watch BBC 'Explain This': Earthquakes • **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-earthquakes/zbr2mfr** • Make a fact sheet about volcanoes and earthquakes using the website below to support: • **https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/** **Watch the impact of the Tsunami in Japan in 2011.** • **https://www.youtube.com/watch?v=oWzdgBNfhQU** (watch until 3.30) • Discuss as a class, what the impact of this may have been on the people's lives. • Home learning/extension: • Make a poster about the pros of living next to a volcano. **Watch the BBC Bitesize clip on mountain ranges:** **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3** (1.52)

	carried away by high tides in estuaries, but in a delta the tide is not strong enough and lots of sediment will remain. There are no large deltas in the United Kingdom, a good example of a delta is the River Ganges. • These three courses are sometimes known as a river's 'long profile' and can be seen in diagrams. **Knowledge: Rivers** • The longest river in the world is the River Nile (6,695 km long) • The second largest river in the world and the largest by discharge is the Amazon (209,000 m^3/s) • The longest river in the United Kingdom is the River Severn (354 km long) • Significant rivers in the London area that could be studied include River Thames.	

Key Knowledge: Mountains

- Mountains are formed when huge areas of land hit each other
- The surface of Earth is made up of lots of different sections called tectonic plates
- Mountains can be formed in different ways when tectonic plates collide or when magma gets from the centre of the earth up to the surface

Key Knowledge: Volcanoes

- A volcano is a mountain that opens downward to a pool of molten rock below the surface of the Earth
- When pressure builds up, eruptions occur
- Gases and rock shoot up through the opening and spill over or fill the air with lava fragments

Key Knowledge: Earthquakes

- Earthquakes are a sudden and quick shock of the Earth's surface and are its natural means of releasing tension
- There are things called plates that run along the surface of the earth that are always moving about and pushing into each other
- When that force is big enough, the crust of the Earth literally breaks and when this break happens, that massive energy moves through the Earth
- More than a million *earthquakes* rattle the world each year
- Plate tectonics are continents moving from one place to the next and they break apart as they move crashing into each other, another way that earthquakes are formed.

KEY CONCEPTS:	**Schools should pick key concepts based on their own curriculums and identified focuses.**	• **Interconnection** • **Scale** • **Place**
Year 3 Geographical Vocabulary:	**Mountains:** **Altitude:** the height of an object or point in relation to sea level or ground level. **Avalanche:** a large mass of snow, ice, detached from a mountain slope and sliding or falling suddenly downward. **Crevasse:** a deep open crack, especially one in a glacier. **Elevation:** height above a given level, especially sea level. **Glacier:** Ice formed by the accumulation and compaction of snow on mountains or near the poles. **Moraine:** Is any glacially formed accumulation of unconsolidated glacial debris, rocks. **Ravine:** a narrow steep-sided valley commonly eroded by running water. **Earthquakes and volcanoes:** **Crater:** a large bowl-shaped cavity in the ground, typically one caused by an explosion. **Epicentre:** The point on the earth's surface vertically above the focus of an earthquake. **Faults:** Rock formation broken by faults. "the continental crust has been thinned and faulted as a result of geological processes." **Landslides:** a collapse of a mass of earth or rock from a mountain or cliff. **Magma:** Hot fluid or semi-fluid material below or within the earth's crust from which lava and other igneous rock is formed on cooling. **Magnitude:** The magnitude is a number that characterizes the relative size of an earthquake. Magnitude is based on measurement of the maximum motion recorded by a seismograph. **Mantle:** The region of the earth's interior between the crust and the core, believed to consist of hot, dense silicate rocks **Plate tectonics:** The theory that Earth's outer shell is divided into several plates that glide over the mantle. The plates act like a hard and rigid shell compared to Earth's mantle. **Richter scale:** Is a measure of the strength of earthquakes, developed by Charles F. Richter. **Ring of fire:** The area encircling the Pacific Ocean is called the "Ring of Fire," because its edges mark a circle of high volcanic and seismic activity (earthquakes).	

Year 3 Suggested book list:

- Escape From Pompeii by Christina Bali

- The Street Beneath My Feet by Charlotte Guillian and Yuval Zommer
- The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady
- Earth Shattering Events by Sophie Williams and Robin Jacobs

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YEAR 4 EXPECTED STANDARD		
AUTUMN TERM: Settlement and land use	**SPRING TERM: The human and physical geography of a European city**	**SUMMER TERM: Time Zones and Field Work**
• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they research and collect information about people and places and present it? e.g. report, a poster, a brochure. • Can they use geographical vocabulary independently to describe and compare localities? **GEOGRAPHICAL STUDY and FIELD WORK** • Examine, question, analyse what is discovered, using a range of evidence. • Discriminate between different sources of information. • Use prediction and prior knowledge to find out about unknown places and combine this with observations. • Make a database to record information. **MAPS** • Include compass work and Ordnance Survey maps. • Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map. • Use and draw maps with simple key. • Use maps with simple grid reference.	• Can they select geographical vocabulary independently to describe and compare localities? • Can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. • Can they use and compare two maps explaining the purpose of each? **GEOGRAPHICAL STUDY and FIELD WORK** • Use the range of primary and secondary sources, including the internet, books, Google Earth. • Suggest ways of presenting information, including graphically and in writing. • Examine, question, analyse what is discovered, using a range of evidence. • Discriminate between different sources of information. **MAPS** • Read and use the symbols on an OS map. • Work out routes on maps and plans. • Use contents and index pages of an atlas. • Locate Europe on a world map and find out about its features, identity and locate countries in Europe, identify European countries according to their features.	• Can they explain how a locality has changed over time with reference to physical features and human features? • Can they suggest different ways that a locality could be changed and improved? • Can they research and collect information about people and places and present it? e.g. report, a poster, a brochure. • Can they use geographical vocabulary independently to describe and compare localities? **GEOGRAPHICAL STUDY and FIELD WORK** • Investigate Greenwich Mean Time – the mean solar time at the Royal Observatory in Greenwich, London, counted from midnight. • Draw on own knowledge when setting up a fieldwork investigation • Visit the Greenwich Observatory. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **MAPS** • Use the range of primary and secondary sources including the internet, books & Google Earth. • Identify time differences around the world. **KNOWLEDGE AND UNDERSTANDING**

- Use a four figure grid references to locate points
on a map.
- Plan a route and work out distance using amp scales.
- Use contents and index pages of an atlas.
- DIGIMAP for SCHOOLS has now gone global and grants access to maps throughout different periods in time to make easy comparisons using OS maps. *Can we see evidence of a settlement hierarchy*? *Evidence of 'urban sprawl'*? (the rapid expansion of the geographic extent of cities and towns) *Why is this area forced to build 'up' and not 'out'*? *How can we classify this area*? *Development of transport links*? *What defines a city, world city, town, village, and hamlet, rural or urban location*?

KNOWLEDGE AND UNDERSTANDING

- Describe and explain population and migration and investigate sustainable cities after physical changes.
- Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.
- Human geography: types of settlement and land use, economic activity, including trade links, and distribution of natural resources, energy, food and minerals.
- Describe and understand key aspects of rivers. Investigate different land uses and types of settlements.

Human Geography

- Identify the major capital cities of Europe, compare two European capital cities, human and physical features of a European country.

KNOWLEDGE AND UNDERSTANDING

- Understand geographical similarities and differences through human and physical geography.
- Understanding the climate zones and biomes that predominantly make up the location being studied. What is the link between climate zones and biomes?
- How do these differ across the location? (assuming a continent or large country is being studied). Do you think the same plants and animals can be found everywhere in the world?
- How might the climate zone influence the plants and animals?
- What are the challenges of the biome being studied for humans?

Rainforest:

- It can rain more than 250cm a year, it is difficult to grow crops, diseases spread easily
- Savannah:
- It rarely rains, it is difficult to find water, it is difficult to grow crops

Desert:

- It is often dangerously hot or cold, it is difficult to find water, there are limited food sources

Chaparral:

- Fires can easily start, the winter is very wet, the summer is very dry

- Consider how water is distributed across the world and the impact water has on people's lives.
- Identify seasonal and daily weather patterns in the rainforest locations of the world.
- Identify the significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics and Antarctic and Arctic circles.
- GMT is the main solar time at the Prime or Greenwich Meridian, the reference for every time zone in the world.

Learning Activities:

- Locate the place on any form of world map/globe, describe its location in relation to other areas / countries / continents / the UK using age appropriate directional language.
- Use journey lines for mentioning distance, how to travel to the location (air, land or sea), which bodies of land and water are travelled over. These can be plotted and even use of a simple scale can be used for the distance if appropriate. We can branch out from Greenwich Meridian Observation Centre to Charing Cross Pier.
- Reinforce locational knowledge of the continents, oceans, Tropics, Equator, Hemispheres etc.

Dig a little deeper, studying:

- Time zones, are they behind or ahead of GMT? When it's noon in the UK, what time is it there? Where are they in relation to the

- What is this place famous for?

Research **HUMAN** features:

- *What are they*? *When and why were they built*? *What purpose do they serve*?
- Tourism, culture, religion and main languages: 'Must see areas' and main resorts. *Is it safe to travel to all areas*? *Any areas to avoid*? *Why*? *Would a tourist face any medical challenges*? (link to climate). *Currency*? *Staple food*? *Farming*?

The **ECONOMIC CONTEXT** of the place being studied:

- Trade: Imports & Exports. World maps of 'Highest Valued Exports'. *Why is this the case*? *What can the area provide for the world*? *What does it rely on other countries for*? *What types of industry typically occur here*?
- Population density / distribution of human beings / population change over time. Map creation of most populous and least populous areas. Use of census data to explore a range of settlements / key demographic characteristics.
- How has this area changed over time? What are the reasons for these changes?

Learning/extension: HUMAN GEOGRAPHY

Watch BBC 'Explain This': Cities, Towns and Villages

- https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-cities-towns-villages/zjn492p (3.14)

Watch Settlements: BBC Bitesize

Grassland:

- Fires can easily start, limited building materials, droughts common

Deciduous forest:

- Limited open spaces, weather limits when plants can grow, transport is difficult

Boreal forest:

- Limited open spaces, transport is difficult, cold in winter

Tundra:

- Dangerously cold in winter, poor nutrients in the soil, it rarely rains

Prime Meridian? Who will celebrate NY's day first?

Deforestation/Rainforest

- The Amazon rainforest in Brazil is the largest rainforest in the world and is home to a complex ecosystem of plants and animals. Big businesses and farming are changing the nature of the area at the expense of the rainforest and the local populations.

This clip is from:
Primary Geography, **World Environmental Changes: Forests**

Learning Activity:

- After watching the clip, children create a non-fiction book, individually or in groups, about the Amazon forest; where in the world it is; plants and animals living there and how it is crucial for Brazil and the whole world.
- Look at habitats and food chains and what could happen if the deforestation of the rainforest continues.
- Look at what the term 'extinct' means and investigate what has happened to other species of animals that have become extinct.
- Consider other endangered species and start to develop and plan fundraising ideas to help these animals.
- Tasked with drawing posters, warning people about the dangers of destroying animal's natural habitats.

Learning/extension:
Watch the following clips to support learning:

• https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv (1.44) **Watch Trade: BBC Bitesize** • https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr (1.39) **Watch Economic Activity: BBC Bitesize** • https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/z7jdnrd (1.58)		BBC 'Explain This': The UK https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6 (1.58) **Mapping the World: BBC Bitesize** https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7 (1.54) **BBC 'Explain This': The Equator** https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39 (1.43) **Latitude and Longitude: BBC Bitesize** https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr (1.46) **Time zones: BBC Bitesize** https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4

KEY CONCEPTS:	Schools should pick key concepts based on their own curriculums and identified focuses.	• **Place** • **Scale** • **Interconnection** • **Sustainability**
Vocabulary:	**Source:** The point at which a river starts. **Upper course:** The first stage of river, often located on high ground. **Middle course:** The second stage of a river, where the land is flatter and the river wider. **Lower course**: The land is flat and the river is at its widest. **Channel:** The river bed and banks in which water flows. **V-shaped valley:** The river in the upper course flows through steep gradients. **Tributaries:** Small streams that join the larger river. **Erosion:** Material is cut away from river beds and banks by the water.	

	Transportation: When eroded material is taken downstream. **Deposition:** Material is 'dropped' or deposited when the river no longer has the capacity to carry it. **Undercutting:** A feature of erosion when the river cuts away at the bank. **Meander:** The natural bend in a river. **Oxbow lake:** A section of a meander that becomes isolated from the main river channel and eventually dries out. **Mouth:** The point where the river ends. **Estuary:** In the lower course, where the river meets the sea. **Delta:** Characterised by mud and sediment deposits, deltas are formed at the mouth of a river when the incoming tide cannot wash them away. **Precipitation:** Precipitation is rain, hail, sleet and snow. (It is important that pupils do not think that the only source of fresh water is rain). **Surface runoff:** When precipitation runs over the surface of the land. **Throughflow:** When water infiltrates the layer of soil and flows through it, rather than overland. **Discharge:** The volume of water flowing through a river channel. **Evaporation:** The process of changing from a liquid into vapour. **Transpiration:** Water that is absorbed by plants. **Condensation:** The changing of a vapour or gas to a liquid. **Basin:** A circular or oval valley or natural depression on the earth's surface, especially one containing water. **Current:** A body of water moving in a definite direction, especially through a surrounding body of water in which there is less movement. **Dam:** A barrier constructed to hold back water and raise its level, forming a reservoir used to generate electricity or as a water supply. **Rapid:** A fast-flowing and turbulent part of the course of a river. **Reservoir:** A large natural or artificial lake used as a source of water supply.

Suggested book list:

- Rivers: A visual history from river to sea by Peter Goes
- A River by Marc Martin
- Journey to the River Sea by Eva Ibbotson
- The Drop in my Drink: The Story of Water on Our Planet by Meredith Hooper and Chris Coady
- A Drop in the Ocean: The Story of Water by Jacqui Bailey and Matthew Lilly
- Why Water's Worth It by Lori Harrison

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YEAR 5 EXPECTED STANDARD		
Autumn Term: North and South America	**Spring Term: Mountains of the world**	**Summer Term: Field work (Sayers Croft) and sustainable world**
• Can they identify the inks between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion? • Can children locate the continent of North America on a world map? • Can children identify some different climate zones in North America? Can children investigate the climate of a particular area? Can children compare climates in North America? • Do children know the difference between human and physical geographical features? Can children identify and describe some geographical features of North America? Can children describe how certain geographical features are formed? • Do children know what a capital city is? Can children identify North American capital cities and match them to their countries? Can children explore features of different capital cities, such as language and population?	• Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion? • Can they present their research through self-selected representations? E.g. reports, leaflets, posters, projects, drama, art, multimedia? **GEOGRAPHICAL STUDY and FIELD WORK** • Examine, question, analyse what is discovered, using a range of evidence. • Discriminate between different sources of information. • Collect statistics about people and places, and set out a database from fieldwork or research. • Begin to see a range of graphs, including charts. • Suggest plausible conclusions based on information and evidence researched. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **MAPS**	• Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they pose a geographical hypothesis using various sources to draw a conclusion? **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study or research? • Carefully select sources of evidence, and sift information. • Collect statistics about people and places, and set up database from information sources collected or researched. • Contrast locations to collect, analyse and draw conclusions from geographical data. • Analyse data – e.g. population, using similarity and difference. **KNOWLEDGE AND UNDERSTANDING** • Describe key aspects of human geography, such as economic activity and distribution of natural resources such as energy, food, minerals and water for a 'Sustainable World'. • Consider the needs of human settlement and the needs of the planet as a whole, • Consider how their actions impact on their actions around the world and use this to ensure natural resources are shared. • Human geography: distribution of natural resources

• Can children explain why different parts of the world have different time zones? Can children calculate the time at different locations in North America based on GMT? Can children calculate corresponding times within different locations in North America? • Can children compare the physical geography of a region in the UK and a region in North America? Can children compare the human geography of a region in the UK and a region in North America? Can children use a variety of appropriate sources to find out about the human and physical geography of a region? **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest suitable questions for fieldwork study and relevant issues for further study. • Carefully select sources of evidence and sift information and rank information into order of importance. • Come to accurate conclusions using information. • Make careful measurements, e.g. rainfall, noise level, pollution, distance, etc. **MAPS** • Locate North and South America, concentrating on their environmental regions and physical and human characteristics. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Tropics of Cancer/Capricorn. Physical geography: climate zones, biomes and vegetation belts. • Begin Identify the continent of North America on a map and learn how it is	• Use mapping skills to plot different mountains around the world and explain how they are formed. • Use maps with simple grid reference. • Use 8 compass points. • Use a 4 figure grid references and 6 figure grid reference to locate points on a map. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **KNOWLEDGE AND UNDERSTANDING** • Describe and understand key aspects of mountains. • Investigate climate on mountains and use different sources to understand an explorers experience. • Speculate and hypothesis about what is found. • Recognise dependent links and relationships in both human and physical geography. • Describe how change can lead to similarities between different places. • Justify own viewpoint or decision and use new information to adapt their own viewpoint. **Learning Activities:** Watch this video to find out how mountains are formed:	• Describe and understand key aspects of: • Human geography: the distribution of natural resources including energy, food, minerals, and water. • Understand what is meant by the term ‘natural resource’ • Explore ways in which natural resources can be classified • Understand the terms ‘renewable’ and non-renewable’ in relation to the world’s natural resources • Understand the meaning of distribution, in relation to natural resources • Use map skills to further understand the distribution of natural resources throughout the world • Recognise dependent links and relationships in both human and physical geography. • Justify own viewpoint or decision and use new information to adapt their own viewpoint. • Watch the video, explaining what is meant by ‘natural resources’: • **https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q (01:43)** **Watch either video below:** • A basic animated video exploring natural resources and explanation of renewable and non-renewable energy. • **https://www.youtube.com/watch?v=9WMaVVvuBDM (5:11)** • A more detailed video explaining what natural resources are, how they can be

organised into areas, such as the Caribbean and Central America. Identify the 23 countries that comprise North America and locate them on a map.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use compass directions
- Use geographical language accurately
- Use world maps and globes to identify the location of natural resources, countries and continents.
- to use 6 figure grid references, use latitude and longitude on atlas maps to locate regions and characteristics.
- Locate the world's countries, using maps … concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Know the difference between climate and weather
- Know what a climate zone is
- Locate different climate zones around the world
- Know the same climate zones can be found in different parts of the world and continents and countries can have a number of climate zones

- https://www.youtube.com/watch?v=Fd_XqYE2BWY **(3.47)**
- or try this video to find out about fold mountains, it contains some quizzes
- https://classroom.thenational.academy/lessons/what-are-fold-mountains-61hp2r/activities/2 **(10.50)**
- Research about Ben Nevis, Snowdon and Scafell Pike - the three peaks - where they are and how tall they are.

Learning/extension:

- Watch a video about the three peaks challenge and discuss what it means to complete the challenges.
- **https://www.youtube.com/watch?v=I3QmSezjPzw&feature=youtu.be** (1.34)
- Complete three peaks journey instruction activities from: **https://www.rgs.org/schools/teaching-resources/the-united-kingdom/**

Dig deeper into the mountain range, the Alps in Europe:

- **https://www.youtube.com/watch?v=QqkgKHu1gt0** (1.43 – 2.28)
- Locate the Alps on a world map, which continent does it belong in? Locate the major mountain ranges in other continents and plot them on a map.

classified into renewable and non-renewable, what resources are essential for humans, and what resources are used for. This video would benefit from being paused at key points to discuss questions and to explain technical vocabulary.

- **https://www.youtube.com/watch?v=dsTgyb_ITtk (9:32)**

Quiz - Renewable or non-renewable:

- **https://www.youtube.com/watch?v=6_adfcO8clo**

Discuss with the children the meaning of 'distribution'. Explore the following maps with the children:

A selection of natural resources maps:

- **https://www.mapsofworld.com/thematic-maps/natural-resources-maps/**
- A very detailed map of countries' exports/natural resources:
- https://www.visualcapitalist.com/giant-map-top-export-every-country/

A slightly less detailed map showing main exports around the world:

- https://visual.ly/community/Infographics/economy/world-commodities-map
- Give the children a blank map of the world
- https://www.rgs.org/schools/teaching-resources/natural-resources/

After exploring the maps and discussing content, ask the children

KNOWLEDGE AND UNDERSTANDING

- Investigate different land uses and types of settlements.
- Understand geographical similarities and differences through studying the human and physical geography of a region in the UK and s region within North and South America.
- Describe how change can lead to similarities between different places.
- Describe and begin to explain patterns and physical and human changes.
- Look at global climate zone on map to identify climate patterns around the world.
- Explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.
- Identify some famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed.
- Explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.
- Finding out some names of capital cities in North America. Find out information about a particular city, as well as matching capitals to their countries.
- Identify why different parts of the world have different time zones. Use time some maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.
- Describe their local area in detail, using appropriate geographical vocabulary.

Watch a video about the largest mountain in the world:
https://www.youtube.com/watch?v=QqkgKHu1gt0 (2.30)
Mount Everest. Discuss the new facts that you learnt. Place it on a map of the world.

Learning Activities:

Watch the BBC Bitesize clip on mountain ranges: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3 **(1.52)**

Dig deeper into the mountain range, the Alps in Europe:

- https://www.youtube.com/watch?v=QqkgKHu1gt0 **(1.43 – 2.28)**
- Locate the Alps on a world map, which continent does it belong in? Locate the major mountain ranges in other continents and plot them on a map.

Learning/extension:

- to identify countries/places on the blank maps through giving them a
- series of prompts, e.g.:
- Colour yellow and label three countries whose main export is petroleum
- Colour green and label a country which has fish as a natural resource
- Colour grey and label two countries that have the lowest levels of fresh water
- Children will need access to a map of the world to support them with this.

MAPS

- Use the range of primary and secondary sources including the internet, books & Google Earth.
- Identify time differences around the world.
- Use atlases or maps which show physical and human features.
- Use mapping skills for compass work, grid reference and Ordnance Survey Maps.
- Compare information from atlas with that from a globe.

Compare their local area with specific areas in North in America, considering how both physical and human features are similar and different. • Explore four figure grid references if the children are unfamiliar with them. Once pupils understand, use six figure grid references to locate features on the chosen map from above. • Find OS symbols on the maps and give the relevant grid references. • Use the compass points [4 point or 8 point compass] to describe the symbols in relation to the river (If you walk north west from the river at (064,243) you will find the School at [065,274]. • Watch:**https://www.youtube.com/watch?v=dnJfxUm3MZg** to support subject knowledge. 00:00 – OS Symbols 01:30 - Compass Points 04:08 - Compass and Direction 05:10 – Grid References 07:58 - Scale **Learning/extension activities:** • Sketch your own OS map, complete with symbols and your own river running through the map. Write questions about your map such as What grid reference will you find the source of the river? What grid reference is there an ox bow lake? • Sign up for a free trial [7 days] of **https://osmaps.ordnancesurvey.co.uk/** and explore different OS maps in your area or	Watch a video about the largest mountain in the world **https://www.youtube.com/watch?v=QqkgKHu1gt0** **(2.30)** Mount Everest. Discuss the new facts that you learnt. Place it on a map of the world. Watch the short Maps clip on BBC Bitesize: • **https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4 (1.37)** • This explains how to use a map, looks at 4 point compass and an idea of scale. • Complete the compass activity at the bottom of the page. Watch the short clip on contours, keys and symbols from BBC Bitesize • https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk (1.56) • This explains the importance of symbols and how contours are shown on a map. Watch the short clips that explains maps from BBC 'Explain This': Maps • **https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-maps/zdwhpg8** **(2.46)** This very useful clip explains how to use a map. • Watch Biomes: BBC BITESIZE • **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p** (1.40) • Watch Mountains: BBC Bitesize • **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3** (1.52) • Watch Rivers: BBC Bitesize • **https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 (1.36)** • Watch BBC 'Explain This': Rivers	

explore the free resources on Digimaps for schools https://dfsresources.edina.ac.uk/	• https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j	

KEY CONCEPTS:	• Schools should pick key concepts based on their own curriculums and identified focuses.	• **Interconnection** • **Place** • **Sustainability** • **Space**
Year 5 geographical Vocabulary:	• **Natural resources:** the land, forests, water, energy sources and minerals existing naturally in a place. They can be used by people. • **Distribution:** the way in which something is shared out among a group or spread over an area. • **Mineral:** a substance such as tin, salt, or sulphur that is formed naturally in rocks and in the earth. Minerals are often mined for use by humans in a wide variety of ways. Minerals are natural resources that are non-renewable. • **Food**: any nutritious substance that people or animals eat or drink, or that plants absorb, to maintain life and growth. • **Fuel**: a substance that is used to provide energy (heat or power), often from burning. • **Fossil fuel**: a natural fuel such as coal or gas, formed in the geological past from the remains of living organisms. • **Renewable resource**: a natural resource or source of energy that is not depleted by use, such as water, wind, or solar power. • **Non-renewable resource**: (of a natural resource or source of energy) existing in finite quantity; not capable of being replenished. • **Sustainable**: able to be maintained at a certain rate or level. • **Import**: bringing goods or services into a country. • **Export**: a product or service sent to another country, often for sale.	

Suggested Book List:

- The Last Wild by Piers Torday (Novel UKS2)
- The Extraordinary Colours of Auden Dare by Zillah Bethell (Novel UKS2)
- The Last Tree by Ingrid Chabbert & Guridi (Picture Book)
- Leaf by Sandra Dieckman (Picture Book)
- Window by Jeannie Baker (Wordless Picture Book)
- Caring for Environment by Brian Knapp
- Environment Infographics by Chris Oxlade
- Mineral by Claudia Martin
- Natural Resources by Izzi Howell
- Natural Resources: Maps of the Environmental World by Meg Gillet and Jack Gillet
- Natural Resources by Amy Bauman
- Natural Resources by Louise Spilsbury

- Natural Resources: The World in Infographics by Ed Simkins and Jon Richards
- Geography Plus: Food for Thought: Investigating where our food comes from by Sue Parsons and Marcia Foley (available from the Geography Association Website)

Background Knowledge for Teachers:

Key Knowledge: natural resources

- Natural resources are those occurring in nature and produced by the environment. They can usually be exploited for human gain. Naturally occurring resources include water, coal and other fossil fuels, crops, and minerals.
- Natural resources can be divided into two categories: agricultural (those grown on farms) or geological (those found underground, such as clay, tin, gas, oil)
- Natural resources are classified as renewable or non-renewable: renewable resources are constantly replenished (e.g. sun, wind, water); non-renewable are finite, meaning they cannot be replenished and will eventually run out as they have been formed over such a long period of time, some over millions of years (e.g. fossil fuels).
- Some natural resources are essential to human life (water, energy, food), while other are non-essential (gold, diamonds).
- Different countries have different naturally occurring resources, due to their geographical location and past geologic processes. For example, South Africa is rich in gold, Venezuela has a large amount of oil and Botswana has many diamond mines.

Key Knowledge: distribution

- Resources are unequally distributed throughout the world and their availability depends upon their location geographically and the financial means to be able to exploit them.
- Competition for scarce or valuable natural resources can cause conflict between nations; some countries have even gone to war to secure or safeguard the resources they need.
- Access to natural resources (or the lack of access) will impact upon the development of place financially, politically, and culturally.

Key Knowledge: A possible misconception

- Despite some natural resources being renewable, our use of them may still be unsustainable. Being sustainable means being able to meet the needs of the present without compromising the ability of future generations to meet their needs. For example, although plants can be grown for fuelling biomass energy, if farmland is used for this and not enough food is then produced to feed the population, it is not sustainable. *(Source: https://www.geography.org.uk/investigating-resources-at-key-stage-1-2)*

HAMPDEN GURNEY
CE PRIMARY SCHOOL

YEAR 6 EXPECTED STANDARD		
Autumn Term: Biomes and climate zones	**Spring Term: Changing coastlines and rivers**	**Summer Term: Global economic geography**
• Can they identify the inks between human and physical geography? • Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion? **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest suitable questions for fieldwork study and relevant issues for further study. • Carefully select sources of evidence and sift information and rank information into order of importance. • Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph). • Can present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia. **MAPS** • Locate key global biomes and climate zones, concentrating on their environmental regions and physical and human characteristics.	• Can they find out what coasts are and how they are formed? • Can they find out about the physical features of coasts and the processes of erosion that affect them. • Can they explore different strategies of coastal management? • Can they identify different types of beaches? • Can they use maps and secondary sources to research and describe coastal areas? • Doo they know how changes in land use will affect people and the environment in different ways? **GEOGRAPHICAL STUDY AND FIELD WORK** • Children will express why coastal management strategies are necessary before looking at some specific systems such as groynes, gabions and revetments. They will consider some of the advantages and disadvantages of using coastal management systems. • Children will start to have an understanding of how coasts are formed, including looking at the processes of erosion and deposition. They will locate coastal areas they have been to on a map and investigate different coastal areas around the country. • Children will understand what coastal erosion is and how it affects coastlines. They will look at features that are formed by	• Can they explain the inks between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they pose a geographical hypothesis using various sources to draw a conclusion? • Can they present their research through self-selected representations? E.g. reports, leaflets, posters, projects, drama, art, multimedia? **GEOGRAPHICAL STUDY and FIELD WORK** • Suggest relevant issues for further study or research • Carefully select sources of evidence, and sift information. • Collect statistics about people and places, and present data from information sources collected or researched. • Contrast locations to collect, analyse and draw conclusions from geographical data. • Analyse data – e.g. population, using similarity and difference. • Speculate and hypothesise about what is found.

- Use atlases or maps which show physical and human features.
- Begin to use 6 figure grid references, use latitude and longitude on atlas maps to locate regions and characteristics.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use world maps, atlases and globes to identify the UK, plus other countries, continents and oceans.
- Use simple compass directions (N, S, E & W)
- Use geographical language.
- Understand that lines of latitude can help us to understand climate.

KNOWLEDGE AND UNDERSTANDING

- Describe and understand key aspects of climate zones, biomes and vegetation belts.
- Study distribution of major climate zones and conduct case studies of hot and cold deserts.
- Identify and discuss the different causes of extreme weather and the impact on physical and human geography.
- Suggest how human activities can cause changes to environment and to the different views people hold.

Learning Activities:

erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability.

- Children will identify particular beaches in the UK based on their personal experiences. They will look at photos of different types of beaches and discuss their similarities and differences using geographical vocabulary. They will consider both the human and physical features of Britain's beaches.

Key Knowledge:

- The **coast** is the name given to the zone where the land meets the sea/ocean. **Coasts** are shaped by the sea and the action of waves. The processes that take place are erosion, transportation and deposition. ... Waves are created by wind blowing over the surface of the sea.
- **Coastal** zones are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. ... Sediment plays a role in certain processes of erosion and cycles around a **system** to form stores of deposition.
- The **coastal** zone is that part of the land surface influenced by marine **processes**. It extends from the landward limit of tides, waves, and windblown **coastal** dunes, and seaward to the point at which waves interact significantly with the seabed.
- A **beach** forms when waves deposit sand and gravel along the shoreline. and pebbles. Over time they are worn smooth from being rolled

- Suggest plausible conclusions, and back up with evidence.

MAPS

- Use the range of primary and secondary sources including the internet, books & Google Earth.
- Identify time differences around the world.
- Use atlases or maps which show physical and human features.
- Use mapping skills for compass work, grid reference and Ordnance Survey Maps.
- Compare information from atlas with that from a globe.

KNOWLEDGE AND UNDERSTANDING

- Describe key aspects of human geography, such as economic activity and distribution of natural resources such as energy, food, minerals and water.
- Consider the needs of settlement and the needs of the planet as a whole.
- Study the impact of globalisation.
- Consider how their actions impact on their actions around the world and use this to ensure natural resources are shared.
- Begin to understand geographical patterns of human and physical geographic activity.
- Recognise dependent links and relationships in both human and physical geography.
- Justify own viewpoint or decision and use new information to adapt their own viewpoint.

Describe and understand key aspects of:

• Activities locating climate zones, biomes, continents and countries will have involved a variety of map and atlas work. • Ensure the maps and atlases provided are age appropriate. • Map and atlas work also provide the opportunity to recall and practice previously learnt skills of navigation using compass directions and grid references. • *For the following framework, climate is introduced first looking at what it is and where climate zones are before looking at the same for biomes. There is then the opportunity to bring together learning about climate and biomes.* • **CLIMATE ZONES:** There are two quick question warm-up activities to ensure key prior learning from KS1 / LKS2 is recalled before introducing the Tropics and climate zones. • **Warm-up 1**: Recall knowledge of seasonal and daily weather patterns in the UK. Play interactive activities using weather symbols and images of seasons. What can children remember? What kind of weather do we have in the UK? What's the weather like today? Is it the same all year round? • https://www.youtube.com/watch?v=VYpGBtR8Lbs (3:06) - brief reminder of the UK seasons. • **Warm-up 2**: Is weather the same around the world? Recall knowledge of the location of hot/cold areas of the world in relation to the Equator, North and South Poles.	around by waves. The rocks usually reflect the local geology. • When a stretch of coastline is **formed** from different types of rock, headlands and **bays** can form. Bands of soft rock such as clay and sand are weaker therefore they can be eroded quickly. This process forms **bays**. A bay is an inlet of the sea where the land curves inwards, usually with a beach. • There are **four** main processes of **coastal erosion**. These are corrosion, abrasion, hydraulic action and attrition. Corrosion is when destructive waves pick up beach material (e.g. pebbles) and hurl them at the base of a cliff. • The **coastal** environment is a naturally dynamic system. **Coastal processes** shape the physical environment, providing habitat such as turtle or seabird nesting beaches, reefs, and mangrove forests or seagrass beds. **Cross-shore sand loss** • Breaching and over-wash. • Aeolian transport to the dunes. • Offshore sand loss under extreme wave and storm surge conditions. • Offshore sand loss to canyons. • Offshore transport at the tip of a sand spit. • **Erosion** downstream of accumulative forms. • Sand loss at **coastal** protrusions. • Climate change impacts. Coastlines - beach formation - KS2 Geography - BBC Bitesize https://www.bbc.co.uk › bitesize › clips **Learning Activities:** **Watch Rivers: BBC Teach**:	• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Learning Activities** • Explore the distribution of natural resources and the concept of import and export further using the maps. Model distribution with the children through 'role play' activity. Give each group the name of a country and a representation of the resource in which they are abundant (for example, calling one group Russia and giving them a large oil can representing petroleum, another group Australia, giving them a bag of coal, another group Greenland, giving them some toy fish). Allow the children some time to research their country in more detail to enable them to understand the 'value' of their resource. • Explore with the children the concepts of exporting/importing and trade between countries by trying to buy and sell resources from each other. Children should explain their reasoning for wanting to buy/sell. • Explore with the children how some countries may by appear 'rich' in their natural resource (for example gold or diamonds) but may have less water that other places, therefore raising the question about the true 'value' of the product (link

- **TASK:** Using a world map (ideally laminated) children add the Equator and North and South Poles.
- What can they remember about where hot and cold places are located? Which continents can they recall? Which continents/countries does the Equator cross? Which countries are north and south of the Equator? Where is the UK?
- Explain the Tropics of Cancer and Capricorn and add to map. Explain these are also imaginary lines like the Equator. See free download: https://www.tes.com/teaching-resource/lines-of-latitude-equator-tropics-of-cancer-and-capricorn-12209006
- What is climate and where are the Earth's climate zones? Define the difference between climate and weather. Introduce the concept of climate zones.
- Watch an overview of the connection between position and climate zones: https://youtu.be/oYS2Xo2vsb8 (5:32).
- **TASK:** on a world map, children locate / colour code / label the main climate zones using 'clues' such as:
- Tropical – areas between the tropics
- Arid/Desert - areas along the tropics
- Temperate – areas north and south of the tropics
- Cold/Sub Polar - areas along the Arctic circle
- Tundra/Polar – the very north and south of the globe
- Questions for pairs/groups: Which continents lie in each climate zone? Which continent has the largest number of climate zones? Which climate zone is the UK in? Which climate

- https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j **(1:58)**

Show the children various images of the river long profile and explain the different features in each course of the river.

- Use the PowerPoint and *factsheet* ***(Excellent resource)*** https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/
- Use the image and statements at the end of the factsheet to create a matching activity. Match the statement to the correct course of the river. Play the matching game: https://wordwall.net/resource/42516/geography/river-features-matching-game
- Match the features to their definitions.
- Watch the videos **[01:36], [01:23]** https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8
- Use the River Thames OS map extracts: https://www.rgs.org/schools/teaching-resources/rivers-(1)/mapping-the-river-thames/ or use relevant OS maps from local river, **such as:**
- **the River Alt** https://www.streetmap.co.uk/place/River_Alt_in_Liverpool_452611_405611.htm **or the River Mersey.** https://www.streetmap.co.uk/place/River_Mersey_in_Liverpool_456611_492611.htm

Oceans: BBC Bitesize

- https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw (1.35)

back to 'essential' and 'non-essential' resources).

Further questions could be explored:

- What might happen if a country refused to sell/share their natural resource?
- What resources are essential?
- What might happen if a country is short of a natural resource?
- Explore opportunities for comparisons between countries.
- Children explore the reasons why natural resources occur in certain places.

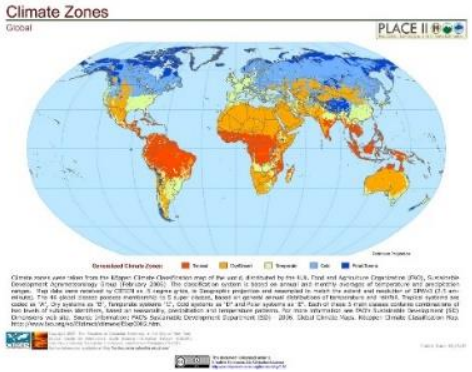
Learning/extension:

- Children research one of the natural resources discussed (fresh fish, oil, coal, gold). They create a poster advertising their resource (explain where it can be found, how it is sourced, what it can be used for, etc).

Watch either video below:

- A basic animated video exploring natural resources and explanation of renewable and non-renewable energy.
- https://www.youtube.com/watch?v=9WMaVVvuBDM (5:11)
- A more detailed video explaining what natural resources are, how they can be classified into renewable and non-renewable, what resources are essential for humans, and what resources are used for. This video would benefit from being paused at key points to discuss questions and to explain technical vocabulary.

zone do countries lie in that children may have visited?



- https://c2.staticflickr.com/6/5175/5486111890_cb88de0421_b.jpg

CLIMATE ZONES: key features and differences.

- **TASK:** Watch https://www.bbc.co.uk/programmes/p0113v5z **(04:47).**
- Research and complete a table of the key features for each climate zone. Include latitude, average temperatures and average precipitation.

OR

- Match and sort activities: give images and short descriptions of different climates. Children match justifying their decisions. Access free to use images of different climate zones: https://www.pexels.com/search/desert/
- Use opportunities to introduce and develop vocabulary to describe landscapes e.g. arid, humid, barren etc.

Learning/extension:

- Create a model river long profile, including as many of the features of a river as possible. Use modelling clay, cardboard boxes and paint. [RGS: https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/]
- Discover what a delta looks like in another country: The Ganges in India. https://www.youtube.com/watch?v=WfakwOTSWjY&feature=emb_title **[6:17]**
- Watch the lesson from Oak National Academy (KS3) https://teachers.thenational.academy/lessons/what-are-the-features-of-a-rivers-long-profile-chk38c?from_query=rivers **(16.40)**

Water:

- Watch the brief video explaining freshwater: https://www.youtube.com/watch?v=oaQCiwzjnCM (4:16)
- Children make notes from the video and work together as a class to recall as many of the facts and figures as they can.
- Explore the map and time lapse videos to further develop their understanding of freshwater supplies and the impact that humans have on them:

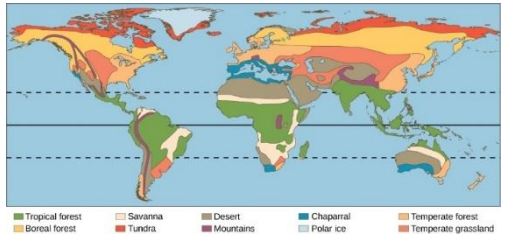
Maps:

- https://www.mapsofworld.com/world-freshwater-resources.htm
- Time lapse of three areas showing changes in the landscape around freshwater site:
- https://www.youtube.com/watch?v=dsTgyb_ITtk (9:32)
- Giving the children large paper and poster pens, encourage them to work together to categorise their cards. Then discuss their categories with the rest of the class. Can they categorise in different ways?
- After exploring the maps and discussing content, ask the children to identify countries/places on the blank maps through giving them a series of prompts, e.g.:
- Colour yellow and label three countries whose main export is petroleum
- Colour green and label a country which has fish as a natural resource
- Colour grey and label two countries that have the lowest levels of fresh water
- Children will need access to a map of the world to support them with this.
- Children research the natural resources of one country in more detail, creating a fact file.

Key Knowledge
Minerals:

- Countries with largest natural resources:
- https://www.youtube.com/watch?v=KBcKlre5sKg (2:40)
- Give the children a blank map and encourage them to highlight the countries and label their resources. Children can create a key.
- Explore with the children, the distribution of Russia's oil and gas across Europe:
- https://www.nationalgeographic.org/photo/europe-map/

• Explore the difference between weather and climate in more detail: **https://youtu.be/pR2_s0dCNn4 (4:48)** **Use the activity cards from the Met Office:** • **https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-two/** **Learning/extension:** • Find some **extreme facts** about places from different climates. Which place has: the highest annual rainfall? The highest recorded temperature? Most sunny days? Lowest recorded temperature? Highest recorded temperature? **BIOMES** • **What are biomes and what are the Earth's biomes called?** Explain what biomes are and the main biomes of the Earth. • Watch **'Introduction to Biomes'** **https://www.youtube.com/watch?time_continue=189&v=hIy0ZlyPPDg&feature=emb_title** (3:09) • **Where are biomes?** • **TASK:** children identify and colour code biomes on a world map. **Can they see a link between the climate zone map and biome map?** https://s3-us-west-2.amazonaws.com/courses-images/wp-content/uploads/sites/3396/2018/06/28180011/Figure_20_03_01.jpg	• https://blog.google/products/earth/new-app-map-and-monitor-worlds-freshwater-supply/ • Encourage the children to discuss the importance of everyone having access to clean water. Working in groups, give the children sorting cards (link below) and ask them to rank the cards in order of who should have priority access to the water. Children then present their ideas, justifying their opinions. This activity also allows for further discussion around the economic impact of limited resources (local jobs, business, community, etc). • https://www.geography.org.uk/write/MediaUploads/teaching%20resources/Wants_and_needs_sorting_cards.pdf	• Children can interrogate the map and respond to question prompts, for example: • Name five cities that natural gas from Russia is piped directly to. • Name four countries that receive oil from Russia's pipelines. • What is the furthest city west of Russia to receive gas from a Russian pipeline? **Food:** • Discuss with children some of their favourite foods. Select a couple of examples and explore where they came from. Discuss the possible impact of a long journey on the environment and the lives of the people producing the food (links to Fair Trade). **Possible videos to explore:** • Bananas: • https://www.youtube.com/watch?v=TV7tsXyq7ow (4:37) • The carbon footprint of a sandwich: • https://www.youtube.com/watch?v=jRQEi-C5GDg (3:05) • Discuss with the children the concept of 'food security' and use the video for further explanation: • https://www.youtube.com/watch?v=8c5ZN7BseNA (2:31) • Examine the 'hunger map' with the children. • https://www.wfp.org/publications/2019-hunger-map



Learning Activities:

- Using the map, can children work out:
- Which climate zone different biomes are found in?
- Which biomes are found in each continent?
- Which continents have many biomes?

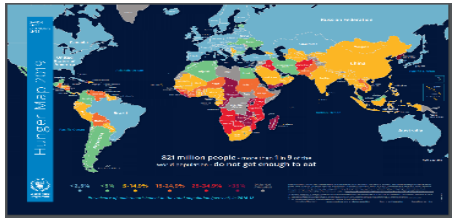
BIOMES: What are different biomes like? What flora and fauna are found in each biome?

- **TASK:** read about and / or watch a variety of clips on several contrasting biomes e.g.:

Useful Resources:

- **Reading:** http://www.cotf.edu/ete/modules/msese/earthsysflr/biomes.html
- **Tundra:** **https://www.bbc.co.uk/programmes/p003816k (1:00)**
- **African savannah:** **https://www.youtube.com/watch?v=DxAO-a0KrAQ (3:32)**
- **Chaparral:** **https://untamedscience.com/biology/biomes/chaparral-biome/ (0:19)**
- **Rainforest:** **https://youtu.be/1K6oN9LBDZo (1:05)**

- The children then write 10 statement of fact using the map (e.g. People living in Brazil are less likely to experience hunger than those living in Chad).
- Explore the impact of wasting food through the following video:
- Food wastage footprint
- https://www.youtube.com/watch?v=IoCVrkcaH6Q (3:15)
- The children create a persuasive poster, encouraging people not to waste food.



Energy:

- Watch the explanation of electricity and the different sources it can be made from (both renewable and non-renewable)
- https://www.youtube.com/watch?v=ZXjs66819i0 (4:44)
- This can be further supported by:
- Powering Britain: Joe Investigate Coal Power – Newsround
- https://www.bbc.co.uk/newsround/18375150

Use the interactive map:

- https://www.carbonbrief.org/mapped-how-the-uk-generates-its-electricity

• **Boreal forest (Taiga):** https://youtu.be/5JeH5Gy_jBQ **(1:28)** • https://youtu.be/0fb8143ndo8 **(12:54)** this covers several different biomes and could be used in segments. • In groups, children jot down what they have learnt about each biome/clip on post-its. Use to annotate/label features in a **large image of each biome** for the class wall. What are the agreed key features of each biome? What has made its home there? What is lifelike in each biome? • **RESOURCES:** useful overview with images http://media.opencurriculum.org/articles_manual/ck12_biology/terrestrial-biomes/2.png - **Simple overview** https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p **Learning/extension:** • Make a **Biome in a Box** or a **poster/mini guide**, based on their research of a biome they are particularly interested in/would most like to live in. What are the most interesting features they can find out about their biome. • Within the time available to you, choose an aspect/s of world climate and/or biomes to consider in more detail. You may want to consider an area that supports future learning planned in your school's curriculum. Some possibilities include: • **The biomes of the UK:** Great Britain is overall a Temperate Deciduous Forest. What are the		• This map shows how the UK generates its electricity by plotting its various power stations. Encourage the children to discuss why certain types of power stations may be distributed the way they are, for example hydro stations are more common in the hilly regions of Wales and Scotland due to increased rainfall in these areas (the children will need a variety of maps of UK to compare with the interactive map, including a topographic map). Using a blank map of the UK, children find examples of each type of power station and locate them accurately on the map.  • https://www.mapsofworld.com/united-kingdom/maps/united-kingdom-blank-map.pdf **Learning/extension:** • Children research one other form of renewable energy (solar, wind, geothermal, hydro, biomass). They create a leaflet about this form of energy and present it to the other children. • Children can design a 'classroom of the future'. What objects would they fill it with and what would they use to power the room? Download the resources from the 'Activity Idea: Now and Then' at https://www.geography.org.uk/teaching-resources/investigating-energy

animals and plants of Great Britain? Which are endangered? How are we protecting our country? https://britainfuntime.weebly.com/the-endangered-animals-and-plants-of-great-britain.html **Climate change** • e.g. NASA https://climatekids.nasa.gov/climate-change-evidence/ • e.g. CAFOD https://cafod.org.uk/content/download/30373/346261/version/7/file/Climate%20change%20game%20cards.pdf • e.g. rising sea levels: https://www.geography.org.uk/teaching-resources/investigating-climate-zones-and-climate-change **Adaptation and change** • e.g. adaptations to the polar regions https://www.youtube.com/watch?v=SxwKa5cR3w4 (4.46) • e.g. deforestation and rainforests • https://www.bbc.com/future/article/20140114-elephants-the-forest-gardeners **Protection and preservation of biomes** • e.g. reintroducing wolves in Yellowstone Park https://www.youtube.com/watch?v=ysa5OBhXz-Q **Learning extension:**		

• Choose two contrasting places in the world. Make a fact file / booklet describing their locations, their climates and their flora and fauna.		

Background Knowledge:

Key Knowledge: Climate

- **Weather** and **climate** are different:
  Weather is a description of the short-term, day to day conditions in a particular place - the temperature, precipitation, humidity, wind, and other factors.
  Climate is a description of the average weather conditions in a particular place over a longer period of time – around 30 years.
- Climate is influenced by a few different things including closeness to the Equator, closeness to the sea and how high or low the ground is. (See the 5 causes of climate).
- There are different types of climate found on Earth which can be grouped into 5 main categories.
- Different areas of the world have different climates.
- The Earth has experienced many different climates over its 4.54 billion years. Climates change over time and usually the change is very slow.

Key knowledge: Biomes

- **Biomes** are areas of the Earth with similar **climates**, **animals (fauna)** and **plants (flora)**.
- What lives in each biome depends on how warm or cold it is, how dry or wet it is and how fertile the soil is.
- There are 5 main types of biome: aquatic, forest, desert, tundra, and grassland and these can be divided further.
- **Biomes** have changed and moved many times during the history of life on Earth because of e.g. climate change or actions of people.
- There is a clear **link between climate zones and biomes.**

SKILLS AND PROGRESSION

Possible vocabulary linked with Geography units can be found in KS2:

Where does our food come from?

Produced, food production, import, export, harvest, shipped, Fairtrade, trade, infographic, economy

Countries of the world

Equator, country, location, river, lake, Northern/southern hemisphere, region, continents, tropics, similarities, differences, capital cities

Sustainable World

Occupation, industry, salary, wage, job, work, sector, employed, unemployed, retired, labour, child labour

The Americas

Continent, country, states, region, climate, precipitation, wonders, geographical features, population, currency, area, time zone, landmarks, points of interest, culture, national holiday, national, territories, tropical, humid, subtropical, products, industries

Extreme Earth

Eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, coldest, hottest, driest, wettest, cyclone, typhoon, hurricane, tsunami, Richter Scale

Rivers:

Estuary, mouth, source, meander, waterfall. Erosion, tributary, ox bow lake, delta, stream Curriculum Skills and Progression Map 17

UK Geography

United Kingdom of Great Britain & Northern Ireland, union, Union Jack, county, elevation, coastal, headland, harbour, cliff, coast

Our European Neighbours

Europe, flag, currency, capital cities, London, Paris, population, European Union, Brexit, Euro, Mediterranean, landmarks

Local Geography

Area, local, street, road, shop, school, address, church, urban, rural, significance, effect, county, city, village

Settlements

Settlement, settler, site, need, land use, industrial, housing, business, shelter, food, defence, water, fuel, materials, survive, invader, agriculture, transport, village, town, city

Rainforest

Canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, extinction, destruction, biodiversity

KEY CONCEPTS:	Schools should pick key concepts based on their own curriculums and identified focuses.	• **Interconnection,** • **Change,** • **Sustainability** • **Scale**
Year 6: Vocabulary:	**Latitude:** The distance of a place north or south from the equator. Latitude lines run horizontally. **Climate:** The average weather conditions in a particular place over a longer period of time – around 30 years. **Climate Zone:** Areas with distinct climates, which occur in east-west direction around the Earth. **Biome:** A large naturally occurring community of flora (plants) and fauna (animals) occupying a major habitat, e.g. forest or tundra. **Vegetation:** An area with similar plant types, determined by factors including the climate, soil and elevation. **Flora:** The plants of a particular region, habitat or geological period. **Fauna:** The animals of a particular region, habitat or geological period.	

	Rainforest: A dense forest rich in biodiversity, found typically in tropical areas with consistently heavy rainfall. There are different kinds of rainforest in different areas of the globe including tropical rainforests and temperate rainforests. **Deciduous forest:** A forest with trees that lose their leaves every year. **Boreal forest:** A forest that grows in regions of the northern hemisphere with cold temperatures. Made up mostly of cold tolerant coniferous species such as spruce and fir. Also known as 'taiga' - a Russian word meaning a swampy, moist forest**.** **Savannah:** A large, flat area of grassy land in tropical and subtropical regions, with few trees e.g. Africa. **Desert:** A large area that gets very little rainfall and has very few animals and plants. Deserts can have **sandy, stony or gravel surfaces.** **Chaparral:** An area of land that has mainly shrubs and thorny bushes. **Grassland:** A large, open area of land covered with grasses, often used for grazing animals. **Tundra:** A vast, flat, treeless Arctic region of Europe, Asia and North America. The ground is frozen all year round creating '**permafrost'.** **Precipitation:** Rain, snow, sleet, or hail. **Polar:** Area around the North Pole or the South Pole. **Sub Polar:** A climate characterised by long, usually very cold winters, and short, cool to mild summers. **Arid:** Land or climate having little or no rain; too dry or barren to support vegetation. **Equatorial:** At, or near the equator.

Suggested book list:

- ***Journey to the River Sea*** *by Eva Ibbotson*
- ***Running Wild*** *by Michael Morpurgo*
- ***Where the Forest Meets the Sea*** *by Jeannie Baker*
- ***Ice Trap!: Shackleton's Incredible Expedition*** *by Meredith Hooper and M. P. Robertson*
- ***One Day on our Blue Planet: In the Rainforest*** *by Ella Bailey*
- ***Amazon Adventure: Unfolding Journeys*** *by Stewart Ross & Jenni Sparks*
- ***The Cold Book (World of Discovery)*** *by Mike Goldsmith & Miranda Smith*
- ***Rainforests*** *by Mike Clark*
- ***Habitats and Biomes*** *by Nancy Dickmann*
- *Series of books on specific biomes e.g.* ***Marine Biomes*** *by Louise Spilsbury and Richard Spilsbury*
- ***Saving Earth's Biomes: Saving the Oceans from Plastic*** *by Rachel Hamby*
- ***Saving the Earth's Biomes: restoring the Great Lakes*** *by Ben McClanahan*
- ***Tropical Climates:*** *by Cath Senker*
- *Series of books on climate zones e.g.* ***World Geography – Time & Climate Zones – Latitude, Longitude, Tropics, Meridian and More – Geography*** *by Baby Professor*

HAMPDEN GURNEY
CE PRIMARY SCHOOL

BIG QUESTIONS

Some examples of the types of Big Questions. Questions to suit the needs of the children that they teach.

Autumn Term	Spring Term	Summer Term
Year 1: Our local area Why are maps needed? Would it be better to build our school in the countryside?	**Year 1: Our country** Which country would you most like to live in? Why?	**Year 1: Understanding climate** Why can't meerkats live at the north pole?
Year 2: The seaside Would you prefer to live by the sea or inland? Why? What would your ideal seaside town be like?	**Year 2: Countries, continents and oceans** Which continent or country has the best climate? Why? Which is more important, sunshine or rain?	**Year 2: China vs UK – culture and landscape** Would you prefer to live in the UK or China? Why?
Year 3: Mapping our world – climate zones and time zones Why do people live in extreme climates? How have they adapted to these extremes? How does climate shape the landscape?	**Year 3: The geography and culture of Mediterranean countries** What are the key features of a Mediterranean resort? How are these different to a British seaside town?	**Year 3: Hostile earth – volcanoes and earthquakes** How have volcanoes and earthquakes reshaped the earth? What has been their impact on human settlements? Should people live in earthquake zones?
Year 4: The human and physical geography of a European city What impact has population and migration had on cities? How can cities be made more environmentally friendly? What would your ideal city look like?	**Year 4: Settlement and land use** Can you explain why so many cities are situated near rivers? Why is water such a valuable commodity – then and now? Can you describe where your ideal settlement would be and what it would look like?	**Year 4: Fieldwork – Sayers Croft and rainforests** What can you do to help reduce deforestation? Deforestation is necessary to provide more land for farming and housing – do you agree?
Year 5: The geography of N and S America Which country in North or South America would you choose to live in? Why?	**Year 5: The mountains of the world** What forces have caused the mountains of the world to form?	**Year 5: Fieldwork – Sayers Croft and sustainable world** Are natural resources shared fairly around the world?

Which country has the best natural resources on the American continent? Where would you choose to farm crops? Livestock?	How do the mountains of South America – The Andes, differ from mountains in the UK? Why is this?	Is it acceptable for children to work in factories making clothes for example? How could you reduce your carbon footprint? What could the UK and other countries do to reduce their carbon emissions?
Year 6: The biomes & climate zones of the world Extreme weather – force of nature or consequence of human activity?	**Year 6: The changing landscape (coastal) of the UK** What is more powerful – wind or water? Give reasons for your decision.	**Year 6: Global economic geography** Fairtrade products should be cheaper so more people will buy them? Do you agree with this statement? How do global trade patterns affect the wealth of the countries who trade? Where is the best place to be a wheat farmer? Why?