

Hook Junior School Whole School Geography Curriculum Overview 2021-2022

Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To become competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Interpret a range of sources of geographical information, including maps, diagrams, globes, ariel photographs and geographical information systems. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length,

National Curriculum

Knowledge – Locational Knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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)
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Understanding- Place Knowledge

- 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, and a region in North or South America
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Physical and Human Features

- describe and understand key aspects of:
 - 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

Skills- Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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 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

GEOGRAPHY - AUTUMN TERM					
Year 3		Year 4	Year 5	Year 6	
(AUTUMN 2) How is the UK connected to Brazil?		How similar is Reykjavik (city) to Hampshire (county) ?	Where else in the United Kingdom is geographically suited to launch rockets?	Is the UK self-sufficient?	
South American Study		European Study	North America	UK	
Concepts	Sustainability Equality Diversity Interconnection.	Belonging (how physical landscape shapes human use of landscape and builds communities) Diversity	Identity Trends Interconnection Proximity	Independence Interdependence Connection Impact Change Effect Legacy	
Prior Knowledge	Year 1 rainforests	Yr 3 Local study	Yr4 Hampshire Study	Yr3 Megacities	

Knowledge	<ul style="list-style-type: none"> • To identify and locate the continents and oceans of the world • To appreciate the world is 3D. • To identify continents and oceans bordering South America. • To use some locational and positional vocabulary. • To begin to identify the human and physical features of SA and describe the pattern across the continent using the four points of a compass. • To know where cocoa is grown and understand the conditions needed for growing. 	<ul style="list-style-type: none"> • To identify continents and oceans bordering Europe • To appreciate the world is 3D. • To identify where UK sits in the Europe. • To use key locational and positional vocabulary. • To identify the time in Iceland compared to the UK. • To identify and locate study country and surroundings within Europe and their capital cities. • To begin to identify physical features of Europe and describe the pattern across the continent using the four points of a compass. • To begin to identify physical features of Reykjavik and Hampshire. • To identify different climates, the changes throughout the year in both places. 	<ul style="list-style-type: none"> • To understand the world is 3D and to label oceans and continents with accuracy. • To identify the continents and oceans bordering North America. • To locate the study country using key vocabulary including its position within North America, bordering countries and oceans. • To use accurate locational and positional vocabulary. • To identify the human and physical features of North America and describe the pattern across the continent using the eight points of a compass. • To identify the human and physical features of the study place and describe the pattern across the country using the eight points of a compass. • To identify the time in the study place compared to the UK. • To identify human and physical features of study country and their local area. • To identify physical features of the land, e.g. biomes, height, mountains, water, fields. • To identify temperatures throughout the year. 	<ul style="list-style-type: none"> • To understand the world is 3D and to label oceans and continents with accuracy. • To identify the continents and oceans bordering Europe. • To use accurate locational and positional vocabulary throughout the unit. • To locate where the natural resources are in the world. • To locate origin of popular foods and calculate food miles. • To know the difference between renewable and non-renewable energy. • To know some advantages and disadvantages of renewable and non-renewable energy • To understand that minerals are natural, need to be mined and are used in so many of our products.
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Skills	<p>See Map Progression Document.</p> <ul style="list-style-type: none"> • To read maps to find out about SA's environmental regions (mountains, highlands, rivers and coastal plains) and major cities. • To locate the Brazil using key vocabulary including its position within SA, bordering countries and oceans. • To identify the time in the Brazil compared to the UK. • To plot and plan a journey from the UK to the Brazil using four compass points. • To research how people in the Brazil make money and compare the types of jobs. 	<p>See Map Progression Document.</p> <ul style="list-style-type: none"> • To locate Iceland using key vocabulary including its position within Europe, bordering countries and oceans. • To identify the time in the Reykjavik compared to the UK. • To plan a journey from the UK to Reykjavik using positional language. • To read maps to find out about the Iceland's environmental regions (highlands, mountainous lava and uninhabited) countries, and major cities. • To use maps images to compare the similarities and differences between the two places. • To research land use in Hampshire and Reykjavik. • To identify physical features of the land, e.g. biomes, height, mountains, water, fields using maps. • To interpret climate graphs. • To use a variety of sources to identify and describe where people in the local area spend money of both places. 	<p>See Map Progression Document.</p> <ul style="list-style-type: none"> • To locate study country using key vocabulary including its position within USA, bordering countries and oceans. • To read maps to find out about study country environmental regions, key physical and human characteristics, countries, and major cities. • To identify the time in the study country compared to the UK. • To use maps and images to compare the similarities and differences between the two places. • To describe the pattern to features they have identified using the eight points of a compass. • To research land use in UK and study country • To identify physical features of the land, e.g. biomes, height, mountains, water, fields using maps. • To interpret climate graphs. • To use a variety of sources to identify and describe where people in the local area spend money. 	<p>See Map Progression Document.</p> <ul style="list-style-type: none"> • To locate UK using key vocabulary including its position within Europe, bordering countries and oceans. • To read maps to find out about UK's environmental regions, key physical and human characteristics, countries, and major cities. • To describe the pattern to features they have identified using the eight points of a compass. • To investigate how water is used in school and home. • To use maps to locate origin of popular foods and calculate food miles. • To use research and maps to identify minerals around the world.
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Understanding	<ul style="list-style-type: none"> • To make connections between the similarities and differences between the UK and Brazil. • To evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a cocoa farmer. • To understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer. • To understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar. • To compare employment in the UK to employment in the Brazil. • To write an evaluation for topic title. 	<ul style="list-style-type: none"> • To be able to compare the physical features of Reykjavik and Hampshire. • To understand how the settlement and land use are different between the locations. • To understand how climate throughout the year affects people's lives. • To understand how Reykjavik makes money and compare to Hampshire. • To write an evaluation for topic title. 	<ul style="list-style-type: none"> • To be able to compare the physical features of study country and Hampshire. • To understand how the settlement and land use are different between the locations. • To understand how climate throughout the year affects people's lives. • To understand how study country makes money and compare to Hampshire. • To describe the pattern to features they have identified using the eight points of a compass • To use gathered evidence to support justifications. • To write an evaluation for topic title 	<ul style="list-style-type: none"> • To understand the importance of natural resources. • To understand that the natural are unevenly distributed. • To understand that in the UK we have fairly high rainfall, a suitable climate for growing crops. • To understand that food is grown on farms both locally and globally. • To understand that there are advantages and disadvantages of getting resources from around the world. • To evaluate which resources are the most important to live the closest to. • To write an evaluation for topic title.
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Global Citizenship and ethical values

- To question, investigate and critically engage with issues affecting people’s lives throughout the world
- To link global connections between peoples and countries (e.g. Through trade and communications)
- To understand how local actions affect the wider world
- To identify connections between personal decisions and issues affecting people locally and globally
- To develop understanding of global interconnectedness and interdependence, and of sustainable development
- To provide engaging real-world issues and data to support core geographical skills
- To address diversity and identity issues through the investigation of differences and similarities between people,
- To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

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Key Vocabulary	Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Season; Northern Hemisphere; Southern Hemisphere; Average; Coniferous; Tropical; Rainforest; Environment; Grassland; Trees; Animals; Herbivores; Landscape; Predators; Humid; Oxygen; Carnivore; Biome; South America; River; Amazon Basin; Nile; Andes; Tributary; Source; Mouth; Adaptation; Fair trade;	Europe; Compass points; settlements; land use; climate; weather; population; wetlands; glaciers; least; Atlantic ocean; arctic circle; Greenland; Norway; island; coastline; active volcanoes; terrain; plateaux; fertile lowlands; temperature; country; city; tourists; National Park; Hampshire Basin; heathland, Thames Valley	Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Location; Scale; Distance; Political map; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America;	Independent; trade; fuel; food; autarky; links; Rationing; Home Front; Beach; Pastoral; Technology; Factory; Mill; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Quarry; Farm; Land use; Economic activity; Livestock; Fodder; Government; population; manufacturing; transport; materials; energy, sources; distribution; compass points
Key texts	The Explorer by Katherine Rundell The Great Kapok Tree by Lynne Cherry The Shaman's Apprentice by Lynne Cherry The Vanishing Rainforest by Richard Platt	Pie Corbett- My Iceland A kid's guide to Iceland by Michael Owens	Earth and Space related books	Letters from the Lighthouse by Emma Carroll Our castle by the Sea by Lucy Strange The Buried Crown by Ally Sherrick
KS3 Links	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Population Density • Presenting data in bar graphs and pictograms 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Presenting data in bar graphs and line graphs. 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids 	<ul style="list-style-type: none"> • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids • Understanding the advantages and disadvantages of using some graphs.

GEOGRAPHY - SPRING TERM					
Year 3		Year 4		Year 5	Year 6
Why do some people live in megacities?		How do volcanoes affect people's lives in Heimaey?		Are all rivers the same as Whitewater?	How similar are the mountains in the UK to the Himalayan Mountains?
UK		European		UK	Asia
Concepts	Community, cities , interconnections, Nations, scale, local-global, trends	islands, interconnections, survival, landscapes, processes, distribution		Cycles, habitats, interconnection, environment. Landscapes, change, Sustainability, impact	Place, scale, interconnection, weather, climate, environment, processes. Distribution
Prior Knowledge	?????????	Yr4- Reykjavik compared to Hampshire Yr3 Science- Plants, Rocks and Materials		Science- Plants and Animals and Habitats Yr4- Beaches	Yr4- Volcanoes

Knowledge

- To define the term city and megacity.
- To identify key features of a city.
- To make comparisons between the 10 megacities of the world.
- To identify what makes a city thrive link to Baghdad.
- To explain the term 'growing city'.
- To list why people may move to another place.
- To share my knowledge and experiences of cities.
- To identify the advantage and disadvantages of living near the city.
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- To define what a volcano is and it is formed.
- To know the difference between physical and human geography.
- To be able to define the term Archipelago.
- To identify physical landscape around a volcano from the evidence in the photographs
- To be able to define the term plate tectonics
- To know the Pacific tectonic plates are moving apart which causes volcano eruptions
- To know ... economic activities.
- To know there is chain in economic activities -What do they make and sell, and to whom?

- To know label the stages of a river.
- To identify the location of Britain's landmark rivers.
- To know the course and channel of the river change as it progresses from source to mouth.
- To know a marina is human made stage of a river.
- To identify different water pollution, the impact it has and ways to reduce it.
- To define an estuary and identify the natural and human geographical near them.
- To recognise and use the language of rivers e.g erosion, deposition, transportation.

- To define and explain the term mountain using geographical vocabulary.
- To recognise famous mountains (Mount Everest, Mauna Kea and Mount Olympus)
- To define and locate mountain ranges in the world.
- To define Fold Mountains and explain how they are formed.
- To identify tectonic plates across the world.
- To explore the unsolved mystery of the exploration of George Mallory and Andrew Irvine.
- To appreciate the findings of Edmund Hillary and Tenzing Norgay from Mount Everest.
- To explain how fossils are formed (Year 3 Science)
- To compare mountain ranges of the UK to the Himalayan Fold Mountains
- To understand the term diversification.
- To recognise the Cambrian Mountain are a tourist attraction
- To explore the quote of Thomas Barclay 'Treasures of untold value' about the mountains in Wales.
 - To define reservoir.
 - To explain the advantages and disadvantages of renewable energy like a reservoir.

See Map Progression Document.

- To make comparisons using photos of cities and megacities.
- To locate the distribution of the top 10 cities in the world using a map.
- To identify a pattern of the megacities using knowledge of continents.
- To calculate the population density of a city and make comparisons.
- To make comparisons between megacities around the world and the six inhabited continents.
- To infer from drawings what a city may have looked like in AD 900.
- To locate the largest populations in the United Kingdom and cities.
- To identify cities in the United Kingdom where the population is growing faster than other cities in the UK.
- To locate a megacity on a OS map.
- To locate and discuss countries and cities on a political map of South America.
- To recognise and locate the largest cities in South America

See Map Progression Document.

- To locate active volcanoes using an atlas and satellite images.
- To be able to locate countries using a political map of Europe
- To analyse a range of cartographic data
- To use directional language to locate volcano and compare to the location of the UK/Iceland (nearest volcano to UK)
- To identify geographical characteristics of each region in Iceland and make annotations on a map.
- To identify the human and physical features of volcano location.
- To use a relief map to identify archipelagos in Europe.
- To make cross reference using a political map to name the locations of archipelagos.
- To use a range of sources to identify human geography of Volcano location.
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See Map Progression Document.

- To identify different stages of the river by geographical features.
- To use Ordnance Survey maps to sketch a section of map and label the geographical features.
- To use grid reference and photos to locate sections of a river.
- To locate human land uses near by a river by using a range of sources.
- To undertake fieldwork based on a local river.
- To use Excel spreadsheet to represent data collected from a local river.
- To create two cross-sections to scale of a local river to show progression of stream depth
- To use a relief map to locate rivers in the UK and the source/mouth.

See Map Progression Document.

- To compare mountains by height from the base to summit.
- To recognise similarities and differences between the three highest mountains.
- To locate key mountains using an atlas and relief maps.
- To locate mountains in different continents.
- To locate tectonic plates using an atlas.
- To locate the Tethys Sea, which once lay in between the Indian and Eurasian tectonic plates.
- To use satellite images and relief map to study the Cambrian Mountains.
- To identify the distribution of higher ground and mountains across the UK by comparing maps.
- To use compass points to identify the greatest proportion of high ground and mountains in the UK.
- To compare Cambrian mountains to the Himalayan fold mountain.
- To read an OS 1:25 000 map
- To identify the key symbols on an OS map.
- To use four and six-figure grid references using an OS map.
- To use a scale map to work out straight line and winding distances e.g. along a road or river

	<ul style="list-style-type: none"> • To locate surrounding countries of Brazil. • To represent population data as a line graph. • To identify the physical geography of Brazil. 	<ul style="list-style-type: none"> • To identify a pattern of the distribution of volcanoes and earthquakes. 		<ul style="list-style-type: none"> • To locate the Claerwer reservoir using an OS map. • To use a variety of sources to complete Claerwen Reservoir Map Study- eg how many km does it cover. • To trace the course of the river on the map to find the reasoning of building a hydroelectric power.
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Understanding

- To understand the difference between human and physical features
- To understand the difference between town, village and cities.
- To understand how a huge population can survive in a city.
- To understand why drawings have been made of the first city of the world, Baghdad.
- To understand that Baghdad was the first city due to it was the main centre of learning, medicine and trade in the world.
- To understand why people move and why some people move to a megacity.
- To evaluate the advantages and disadvantages of people moving.
- To understand what may cause the decline of the population of a city.
- To link findings of the physical geography of Brasília and Rio De Janeiro.
- To describe and explain why a brand-new capital city was built in Brazil.
- To demonstrating understanding by compare and contrast the benefits and disadvantages of city life.

- To explain which island they would be a preference to go on holiday too.
- To create a venn diagram to show the similarities and differences between UK and volcano location.
- To understand the effects of an eruption.
- To understand why people may choose to live near a natural disaster area.
- To understand how and why the environment of volcano has changed over time

- To explain why the course of a river changes as it flows from higher to lower ground
- To explain why estuaries are such important ecosystems for wildlife
- To understand how water affects the environment, settlement, environmental and sustainability.
- To compare the similarities and differences between rivers in the UK and one of that in the wider world.
- To understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London

- To explore and understand why Mauna Kea, Mount Everest and Mount Olympus are the three most famous mountains in the world.
- To understand how the definition of a mountain can lead to disagreements.
- To understand there are different types of mountains like volcanic mountains.
- To recognise a pattern between tectonic plates and fold mountains.
- To explain how the movement of plates of the Earth's crust can form ranges of fold mountains
- To understand that fossils found by were unusual.
- To explain how the movement of the Indian Plate and Eurasian Plate caused the Himalaya Fold Mountains.
- To understand how a reservoir are created and why.
 - To understand why River Elan and Claerwen were so important to the people of Birmingham in 1898.
 - To understand why Nant-y-moch Reservoir in the Cambrian Mountains of Wales was created.
 - To understand the need of Hydroelectric power in Wales
 - To evaluate the advantages and disadvantages of hydroelectric power.

Resources	<p>www.keystagehistory.co.uk/KS2/teaching-early-islam-baghdad-KS2.html</p> <p>www.history.org.uk/resources/primary_resource_8155.html</p> <p>www.youtube.com/watch?v=TQfNLBtH1zQ</p> <p>www.youtube.com/watch?v=m8fZeZTN0TE</p> <p>http://lifestyle.allwomenstalk.com/amazing-advantages-of-city-living</p>	<p>www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev2.shtml</p> <p>https://volcanoes.usgs.gov/about/index.php</p> <p>www.visiticeland.com/discovericeland/regions</p> <p>www.youtube.com/watch?v=tXm0B_PjUOk</p>	<p>www.rspb.org.uk/wildlife/birdguide/</p> <p>www.metlink.org/wp-content/uploads/2015/02/metofficeeducation_ks3_watercycle_wrkst.pdf</p> <p>www.youtube.com/watch?v=cS9Q-ohLrPA</p> <p>www.youtube.com/watch?v=OuRUTa690JQ</p> <p>www.youtube.com/watch?v=b3wlJJrUDf8</p> <p>www.youtube.com/watch?v=R3ax_v1Bnjc</p> <p>www.youtube.com/watch?v=R3ax_v1Bnjc</p> <p>www.youtube.com/watch?v=lcL678AASFc</p>	<p>www.youtube.com/watch?v=ySFpJ-clnzU</p> <p>www.youtube.com/watch?v=EorDD_BXaN4</p> <p>www.youtube.com/watch?v=PDrMH7RwupQ</p> <p>www.youtube.com/watch?v=HuSHOQ6gv5Y</p> <p>www.youtube.com/watch?v=kls7JzoJpmw</p> <p>www.youtube.com/watch?v=cf8Zl1TY5IU</p> <p>www.youtube.com/watch?v=g8CUeXPTBWs</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sub-questions</p> <p style="text-align: center;">Possible</p>	<p>What are megacities and where are they located? Why did Baghdad become the first city in the world with one million people? Why is Milton Keynes the United Kingdom's fastest-growing city? Why is Brasilia the fastest-growing city in Brazil? How do the advantages of living in cities compare with the disadvantages?</p>	<p>How do geographers describe the Hawaii? How does the physical and human geography of Hawaii compare with the area in which I live? Why are there volcanoes on Hawaii How were the people of Hawaii affected when Mauna Loa and Kilauea erupted? Why do the people of Hawaii go on living next to an active volcano?</p>	<p>How does the course of the River Ayr change from source to mouth? How does the course of River Whitewater change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? How has the Isle of Dogs changed since the reign of Henry VIII? Why is river flooding such a problem in Bangladesh? How did Bedřich Smetana use music to describe the course of his beloved national river? How do we know what happened to the River Thames during the Little Ice Age?</p>	<p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous? How were the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? How are the Cambrian Mountains different from the Himalaya Mountains? Why do tourists visit the Cambrian Mountains? Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? How else is the precious resource of water used in the Cambrian Mountains?</p>
<p style="text-align: center;">KSS3</p>	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Population Density • Presenting data in bar graphs and pictograms 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Presenting data in bar graphs and line graphs. 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids 	<ul style="list-style-type: none"> • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids • Understanding the advantages and disadvantages of using some graphs.

Global Citizenship and ethical values	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions
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Key Vocabulary

Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.

Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.

River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.

Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.

<p style="text-align: center;">Key texts</p>	<p>Royal Rabbits of London by Santa and Simon Sebag Montfiore. Hancock, James Gulliver – How Cities Work Thurlby, Paul – L is for London</p>	<p>Escape from Pompai by Christina Balit Earthquake Terror by Peg Kehret Turner, Tracey – Extreme Earth Brundle, Joanna – Volcanoes and Earthquakes Spilsbury, Louise & Richard – Earthquakes</p>	<p>Journey to River Sea by Eva Ibbotson. Martin, Marc – A River</p>	<p>King of the Cloud Forest by Micheal Morpurgo The Brockenspectre by Linda Newbery The Abominables by Eva Ibbotson Howell, Izzi – Geographics – Mountains Walden, Libby – Secrets of the Mountain</p>
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GEOGRAPHY - SUMMER TERM					
Year 3		Year 4		Year 5	Year 6
What is unique about our local area?		Are all beaches the same? <small>Link with sustainability</small>		How similar is Athens to London?	Is the (insert biome) easiest biome to live in?
UK		UK Study		European Study	Worldwide Study
Concepts	Identity, characteristics,	Sustainability, environment, interconnection, justice, ecology		Space, place, local-global, pattern, links	Sustainability, biodiversity, change, interconnection, impact, cause, consequence
Prior Knowledge	Yr1- Through the window Yr3-Megacities(types of settlement and regions of UK)	Science- Light, Animals, including habitats and electricity.		Yr3- Megacities. Yr4- Iceland	Yr1- Frozen lands Yr1 Rainforests Yr3- Rainforests Science- Living things and their habitats.

Knowledge	<ul style="list-style-type: none"> • Identify, describe and give reasons for why environments change. • Observe and record changes that have occurred in the past to the school and its grounds and its immediate environment. • Identify advantages and disadvantages of any changes in the local community. • To understand the push/pull factors of changing a local area. . 	<ul style="list-style-type: none"> • Recognise the types of weather associated with the UK. Does this have anything to do with where the UK is located within the world? <ul style="list-style-type: none"> • To identify that there are different types of beaches in the UK • To identify human and physical features to describe what the beach is like and what the local area has to offer. • To define the term 'being sustainable' and 'living sustainable' <ul style="list-style-type: none"> • To distinguish between the use of resources that are finite and non-renewable. • To identify energy; litter; waste; water; transport, healthy living; biodiversity; school grounds; global perspective; green procurement in an environment • To identify renewable and non-renewable sources of energy • To explain why renewable sources will be the main source of energy. • To define sustainable development. 	<ul style="list-style-type: none"> • To identify continents and oceans bordering Europe • To appreciate the world is 3D. • To identify where UK sits in the Europe. • To use key locational and positional vocabulary. • To identify the time in Athens compared to the UK. • To identify and locate study country and surroundings within Europe and their capital cities. • To begin to identify physical features of Europe and describe the pattern across the continent using the four points of a compass. • To identify physical features of London and Athens • To identify different climates, the changes throughout the year in both places. 	<ul style="list-style-type: none"> • To define the term 'climate'. • To recognise the UK has temperate climate • To identify Equator, Tropic of Cancer and Tropic of Capricorn on an atlas (recap) • To define the different climates located around the world. • To identify the kind of climate they would mostly find in a number of countries around the world. • To use scientific knowledge to link plant/animals to likely climate. • To define the term biomes and explain the difference between majority of them. • To compare one biome to another by exploring temp, rainfall, animals and plants.
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Skills

	<ul style="list-style-type: none"> • To compare the changes of local area through photos and maps. • To locate and label the location local landmarks. • Use the 8 compass points N, NE, E, SE, S, SW, W, NW using a compass. • To use a range of sources (old photographs, newspaper reports, school newsletters, OS maps) to compare and contrast the school environment. • To undertake a survey using a copy of a large-scale map. Eg age of the residential properties. • To present findings of a survey using a graph. • To understand a hypothesis-based enquiry in the local area. • To interpret a 1:5000 Ordnance Survey map of the area surrounding the school. • To identify a success criteria for an environmentally attractive street. 	<ul style="list-style-type: none"> • Raise questions on the UK weather and make comparison to that of other climate zones around the world. • Use geographical vocabulary to refer to key physical features including: beach, coast, sea, ocean etc • Complete an investigation into the comparison of a UK beach to one of that from the wider world. • To carry out fieldwork on a local beach and present findings linking with research of another beach. • To use images to deduce sustainability • To evaluate the present level of sustainability of school/home/local environment in these categories energy; litter; waste; water; transport, healthy living; biodiversity; school grounds; global perspective; green procurement and pupil participation. • To identify common trends amongst sustainability for a place. • To present data for how the United Kingdom used to generate its electricity in the past to the future. 	<ul style="list-style-type: none"> • To locate Greece using key vocabulary including its position within Europe, bordering countries and oceans. • To identify the time in the Athens compared to the UK. • To plan a journey from the UK to Athens using positional language. • To read maps to find out about the Greece's' environmental regions , and major cities. • To use maps images to compare the similarities and differences between the two places. • To research land use in London and Athens • To identify physical features of the land, e.g. biomes, height, mountains, water, fields using maps. • To interpret climate graphs. • To use a variety of sources to identify and describe where people in the local area spend money of both places. 	<ul style="list-style-type: none"> • To use temperature maps of the UK to recognise temperate temp. • To use a temperature map to locate areas within the UK with specific climates. • To identify pattern of temperatures using maps of the UK and apply this knowledge about the Equator. • To use rainfall maps of the UK to recognise patterns of rain. • To use the 8 compass points and directional language when identify patterns. • To compare climate/rainfall of local area to rest of the UK. • To interpret climate graphs. • To use a world map to identify biomes across the world. • To identify physical features of two biomes and compare them.
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Understanding	<ul style="list-style-type: none"> • To understand that some changes occur naturally (no control). • To understand that residents may need additional help to prevent disasters from happening again. • To explain how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life • To explain changes that have occurred in the past to the school and its grounds and its immediate environment • To demonstrate understanding of how the quality of the environment may change within the local area 	<ul style="list-style-type: none"> • To make comparisons between UK beaches and that of a beach in the wider world. <ul style="list-style-type: none"> • To be able to make links and see comparison between geographical features in the UK and the wider world. • To recognize the importance of the coasts and the impact that this has on tourism within the UK. • To see similarities and differences between the present day beach and the past. Examine pictures to spot the differences. • To understand why creating new habitats for an animal is a good example of sustainable development (lapwing as a suggestion). 	<ul style="list-style-type: none"> • To be able to compare the physical features of Athens and London. • To understand how the settlement and land use are different between the locations. • To understand how climate throughout the year affects people's lives • To understand how Athens makes money and compare to Hampshire. • To write an evaluation for topic title. 	<ul style="list-style-type: none"> • To understand that temperature and rainfall link to types of climates. • To understand the relationship between location of the wettest places/driest places on Earth in relation to the Equator and the Tropics of Capricorn and Cancer. • Identify, locate, describe and explain how plants and animals are adapted to a chosen climate. (assessment at end)
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<p style="text-align: center;">Global Citizenship and ethical values</p>	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To address diversity and identity issues through the investigation of differences and similarities between people, • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions 	<ul style="list-style-type: none"> • To question, investigate and critically engage with issues affecting people’s lives throughout the world • To link global connections between peoples and countries (e.g. Through trade and communications) • To understand how local actions affect the wider world • To identify connections between personal decisions and issues affecting people locally and globally • To develop understanding of global interconnectedness and interdependence, and of sustainable development • To provide engaging real-world issues and data to support core geographical skills • To explore places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions
<p style="text-align: center;">Possible sub-questions</p>	<p>Why do places change? How has my local area changed in the past? How did my local area change as a result of? How and why does the quality of the environment change in my local area? How do NASA satellite images inform us of environmental change on a global scale?</p>	<p>What does being sustainable actually mean? How can we help to make our school more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping a family to live more sustainably?</p>	<p>Where is Athens? What is it like to live in Athens? How do citizens of Athens make an income? Why do people visit Athens?</p>	<p>Why is climate different across the United Kingdom? What are the world’s climates? How do climate graphs help geographers compare the climate of one place with another? How does the climate affect the plants and animals living in a place? Why is the jungle of the Amazon Rainforest so wet and humid? Why is Arica the driest inhabited place on Earth?</p>

Key Vocabulary	<p>Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.</p>	<p>Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker</p>	<p>Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>	<p>Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>
Resources	<p>www.youtube.com/watch?v=rQXKaL2iYQo www.youtube.com/watch?v=YMx1SOwHJ7k www.youtube.com/watch?v=bB0W8xiqQ8Y www.youtube.com/watch?v=IPpD-x_rykU www.creativeeducation.co.uk/video/684</p>	<p>www.youtube.com/watch?v=Zrp0RC3XTpw www.youtube.com/watch?v=VYMjSule0Bw www.youtube.com/watch?v=6P522CaJe04 www.youtube.com/watch?v=jnwzJE1MwVw</p>		<p>www.metoffice.gov.uk/public/weather/climate/</p>

KS3 Links	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Population Density • Presenting data in bar graphs and pictograms 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Presenting data in bar graphs and line graphs. 	<ul style="list-style-type: none"> • Use of the terms push and pull factors. • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids 	<ul style="list-style-type: none"> • Using OS maps- understanding basic symbols, scale and compass points. • Comparing maps, photos and plans. • Comparing and presenting data in bar graphs, line graphs, population pyramids • Understanding the advantages and disadvantages of using some graphs.
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