

Geography



Intent

Our curriculum aims to provide a broad and balanced geography education that enables pupils to develop a deep understanding of the world in which they live. It seeks to inspire pupils' curiosity about the diverse landscapes, cultures, and environments that shape our planet but also build a keen self-awareness of their immediate surroundings and their locality. With such a culturally diverse community in and around Longthorpe, we want our pupils to see themselves reflected in our curriculum; as residents of Longthorpe but also citizens of the world. Our curriculum therefore presents a balanced view of the countries of the world, to address and pre-empt misconceptions and negative stereotypes.

Our curriculum has been designed to allow knowledge to be revisited in a structured way, as each unit and year progresses. Moreover, our curriculum is thoughtfully designed to establish a close connection with the natural sciences. We believe that geography and science are intricately linked, and through our curriculum, pupils will explore the interplay between geographical factors and natural processes, ecosystems, and the environment.

At Longthorpe Primary School, we believe our geography curriculum will have had the intended impact on our pupils if it encourages a lifelong fascination with geography, and fosters well-rounded individuals who are not only aware of the world around them but also ready to engage with the pressing global challenges of our time.

Our curriculum’s substantive knowledge has been selected to build pupils’ understanding of three geographical ‘vertical concepts’ that run through the entirety of our geography curriculum from the EYFS to year 6.

Vertical Concepts		
Space & Place	Physical Processes	Human Processes
<p>Developing an understanding of space through ideas related to location, distribution, pattern and distance.</p> <p>Developing a sense of place and character through ideas related to identity, home, community, landscapes and diversity, and examining a range of case studies from across the globe.</p>	<p>How the Earth’s natural processes shape and change the surface of the Earth. This includes both Geology & Earth Science aspects, such as the structure of the Earth and physical features we see on the land, as well as Environmental Science aspects, such as the weather and our changing climate. Both of these are threaded through the science curriculum too.</p>	<p>The processes and phenomena that are caused by or relate to people, including out Use of Resources; the distribution and changes to Population & Communities; and the features of Economy & Development.</p>

Our curriculum has also been designed to ensure that core disciplinary knowledge is explicitly taught, and gives pupils the ability to approach challenging, geographically-valid questions. This disciplinary knowledge or ‘**Working as Geographers**’ elements of the geography curriculum have been mapped out throughout each year group to ensure pupils have many opportunities to apply their geography skills. We achieve this by:

- Sequencing **Working as Geographers** elements so that they are explicitly taught and practised alongside the substantive knowledge, and regularly reviewed and built upon across the years and key stages.
- Making deliberate and explicit links to other curriculum areas – particularly science – to ensure there is a consistent approach to teaching content.
- Ensuring that the development of map skills have been deliberately planned into each unit.

- Planning practical tasks that have a clear purpose: to demonstrate or prove substantive concepts, or to allow pupils to deliberately practice working skills in a relevant context.
- Undertaking fieldwork, outside the classroom to ensure that pupils are given purposeful opportunities to experience geography in the ‘real world’.

	Working as Geographers			
	Enquiry & Fieldwork	Making Comparisons	Interconnections	Forming Judgements
EYFS	Show care and concern for living things in the environment.	Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).	Identifying patterns in the world around us. Humans can affect and may be influenced by different places and physical processes.	
Year 1	Recognise simple hazards and steps we can take to avoid them. Draw a basic field sketch of one area. Observe and name features in the environment.	Identify similarities and differences between capital cities and our local area Comparing features of urban, rural and coastal areas. Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).	Settlements are influenced by both human and physical features. Humans are affected by physical features everyday (e.g. weather). Land use varies due to changes in human and physical features.	
Year 2	Measuring a route around our school site. Use an enquiry question to conduct fieldwork on the school site.	Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert).	Human features are often shaped by physical features. Climate is long term weather patterns, a physical process, that can be influenced by human activity.	
Year 3	Fieldwork in local area	Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. Comparing the impacts of tourism on three different locations.	Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species. Physical features can affect human development e.g. living near volcanoes	Evaluate the positives and negatives associated with living near volcanoes.

			There are similarities and differences between places, even if they have similar physical and/or human features.	
Year 4	Fieldwork in local area	Comparing the responses to Earthquakes in Haiti and Japan.	Human activity can affect physical features (e.g. deforestation of Amazon). Scale is used to identify the different impacts of change (small scale vs large scale logging). Similarities and differences between LICs, MICs and HICs. Humans adapt to living in earthquake-prone areas.	Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).
Year 5	Interpret and construct climate graphs.		Many places at the local, national and global scale rely on trading with other places across the world. Climate change and global warming happen due to both naturally occurring events and human activity.	Express opinions about fairtrade (benefits and drawbacks). Express opinions about environmental issues (Fair Trade) with reasons.
Year 6	Create questionnaires and surveys. Produce a detailed risk assessment.		Both human and physical processes can affect the climate creating changes which need to be sustainably managed. Migration is usually the result of a related set of push and pull factors these can be both physical and human factors.	Evaluate responses to environmental issues (UK's response to plastic waste). Explain how actions can reduce the impacts of climate change.

Implementation

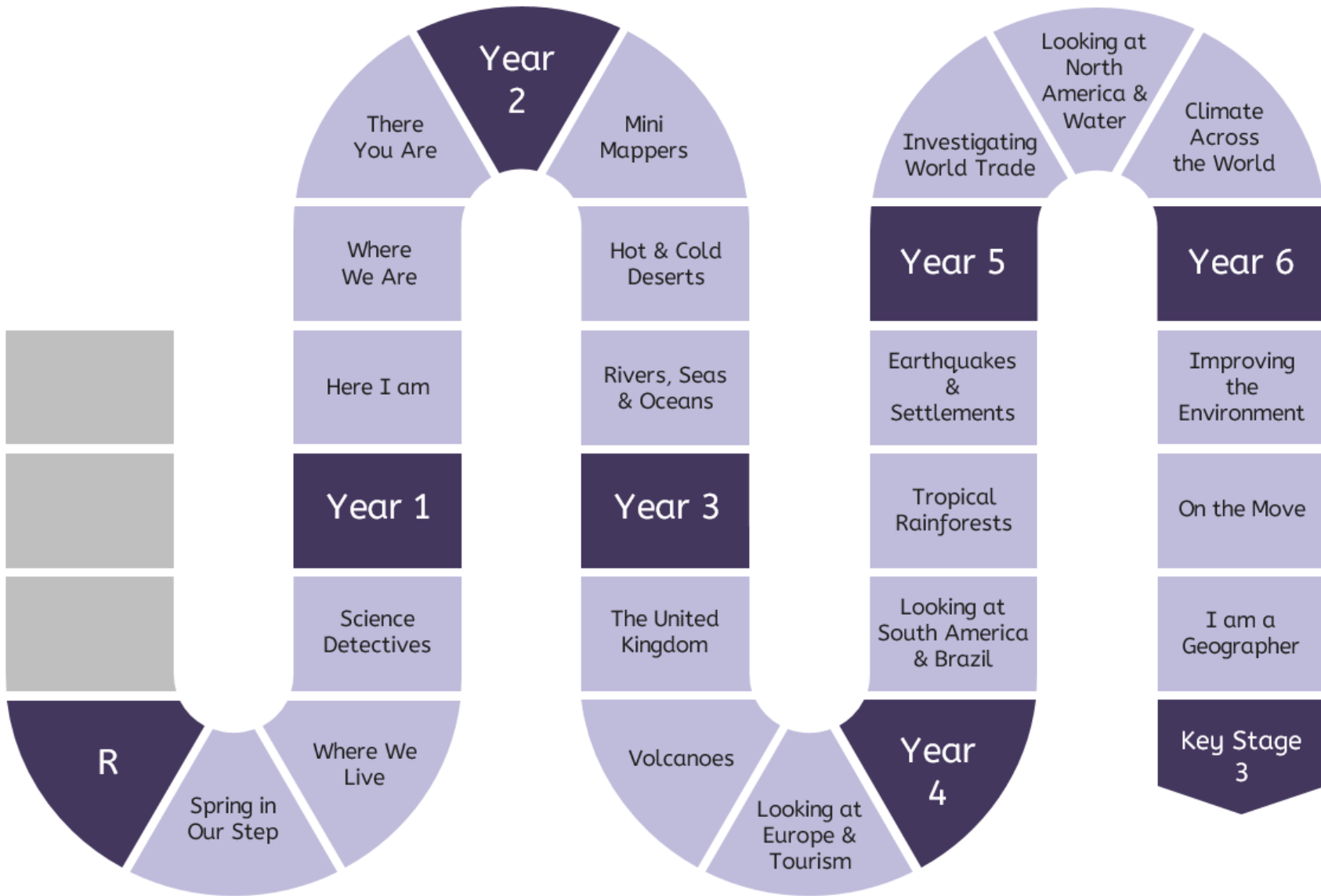
To ensure the successful implementation of our geography curriculum, we know that we must make geography learning 'sticky' and ensure that it comes alive in our lessons. To accomplish this, we blend a variety of teaching and learning strategies:

- **Active Learning:** Lessons encourage active engagement, where pupils participate in hands-on activities as much as possible.
- **Interdisciplinary Learning:** We encourage pupils to recognise the natural links between geography and science. Lessons demonstrate how geography influences ecosystems, climate, and natural processes, creating an interdisciplinary perspective.
- **Visual Aids and Technology:** Lessons include the use of digital resources to make abstract concepts more tangible. For example, the use of technology to explore 'virtual field trips' and satellite imagery.
- **Group Work and Discussions:** We promote group work, discussions, and debates to encourage critical thinking and expose pupils to diverse perspectives.
- **Fieldwork:** Practical tasks include field trips and local excursions. Pupils can observe their surroundings, analyse landscapes, and gather data to deepen their connection to our local geography.
- **Geographical Investigations:** As part of relevant topics, we encourage pupils to take an investigative approach to their learning, such as climate change, migration, or natural disasters.
- **Geographical Case Studies:** Learning is explored through a range of case studies on different regions or countries, allowing pupils to explore cultural, social, and environmental aspects, and compare their findings.
- **Mapping Exercises:** Practical tasks include mapping exercises where pupils can explore maps and atlases to locate a range of geographical features.
- **Explicit Vocabulary:** This is taught to pupils at the beginning of lessons and referred to throughout lessons and units to ensure that pupils use and learn accurate geographical terms.

The Journey of a Geographer at Longthorpe

EYFS	By the end of the EYFS, pupils will be beginning to understand themselves as members of their local community and begin to form an understanding of where they live. They will understand the difference between their heritage, if different to their locality, and their residence in Peterborough. They will begin to build an understanding of their local environment, including what physical and human features it offers such as shops, post offices and places of worship. They will begin to understand what kind of settlement they live in (city, town or village) and its features.
KS1	By the end of KS1, pupils will have a strong understanding of where they live; locally, nationally and globally. They will understand some of the physical and human features Peterborough has to offer and be able to identify what kind of settlement they live in. Pupils will have been exposed to many different geographical representations such as compasses and maps (in different views). Pupils will be able to then use and interpret these different maps in different views. They will be able to recreate some of these as a part of fieldwork.
KS2	By the end of KS2, pupils will be nurtured into 'Geographers' and be encouraged to explore their learning further. They will now be well-equipped with previously learned substantive knowledge they can now apply to more complex issues, such as global climate change, changing trade links and deforestation. Pupils will be able to explain similarities and differences between places in more detail and ask more complex and poignant questions about the world in which they live. Pupils will further develop the understanding of themselves as a citizen and be ready and successful to begin the geography curriculum at KS3.

Units Overview



Progression of Knowledge and Skills

	Autumn	Spring		Summer	
EYFS			Spring in Our Step Weather and wildlife in winter and spring.	Where We Live Picture maps and plan views, simple human and physical features.	Science Detectives Comparing our community with settlements in Kenya.
SL				<ul style="list-style-type: none"> Features include beach, hill, forest, river, sea, village, town and city Location of Kenya on a globe Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does Use prepositions (e.g. bigger/smaller; nearer/further) to describe and interpret locations. Use directional language (not left and right) to describe and interpret directions. Recognise that drawings are not the same size of features in real life. Draw round objects to make a plan view of them, and identify objects from a plan photograph/drawing of them. 	
Map Skills				<ul style="list-style-type: none"> Use photographs in objects and features in elevation view (from front). Use photographs of objects and features in oblique view (from diagonally above). Use photographs of objects in plan view (from directly above). Use simple picture maps. Use a basic key to interpret and identify places on a map. 	

DL			<ul style="list-style-type: none"> • Enquiry and fieldwork: Show care and concern for living things in the environment • Interconnections & change: Identify patterns in the world around us • Interconnections & change: Humans can affect and may be influenced by different places and physical processes. 	<ul style="list-style-type: none"> • Interconnections & change: Humans can affect and may be influenced by different places and physical processes. • Interconnections & change: Identifying patterns in the world around us • Comparisons: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya).
VCs				<ul style="list-style-type: none"> • Space & place: Location of Kenya. • Physical processes: Geographical features include beach, hill, forest, sea and river. • Physical processes: We experience different types of weather in different seasons (focus on spring and winter). • Human processes: Human features include villages, towns and cities.
Year 1	Here I am	Where We Are	There You Are	
SL	<p>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork.</p> <ul style="list-style-type: none"> • We live on the Earth. • My home, our school and our community is at the local scale. • Human settlements can be a city, town, or village, depending on their size. • Human features are man-made, physical features are those that would be there without humans • Human features in my local area include: [dependent on school] 	<p>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features.</p> <ul style="list-style-type: none"> • My home, our school and our community is at the local scale, UK and countries are at the national scale. • The UK is made of four countries: England, Scotland, Wales and Northern Ireland. • The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). • Rural means countryside, urban means towns and cities. 	<p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya.</p> <ul style="list-style-type: none"> • There are seven continents in the world, six of which people live on. • There are countries within each continent (except Antarctica). • While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. • The Equator is an imaginary line across the Earth. 	

	<ul style="list-style-type: none"> Physical features in my local area include: [dependent on school] Key words: river, forest, soil, hill, shop, house and office Recognise that our home, our school and our community are at the local scale. Interpret and give locations and directions using language of left, right, near and far. 	<ul style="list-style-type: none"> Rural areas include farmland. This can be for either pastoral or arable farming. The amount and types of wildlife varies between rural and urban areas. In urban areas, we have urban foxes, pigeons and squirrels. In rural areas, we see deer, badgers, wetland birds and birds of prey. Coastal areas are areas of land that are near the sea. They can be rural or urban. Features in coastal areas include beach, cliff, sea and ocean. Recognise that our home, our school and our community are at the local scale, UK and countries are at the national scale. 	<ul style="list-style-type: none"> The North Pole and the South Pole are at the top and bottom of the Earth. Kenya is a country in Africa which has the Equator running through it. Urban areas in different parts of the world have similarities and differences. There are poorer and wealthier areas in every city. Human and physical features of Nairobi and local city in UK. Rural areas in different parts of the world have similarities and differences. Human and physical features of Naro Moru and local rural area in UK. Recognize that our home, our school and our community are at the local scale; UK and countries are at the national scale; and continents are at the global scale.
Map Skills	<ul style="list-style-type: none"> Draw a route on a map and label features in correct order. Use a simple map (Google maps) in a plan view. 	<ul style="list-style-type: none"> Identify land and water on a map. Identify country boundaries on a map. Use photographs of places in oblique view. 	<ul style="list-style-type: none"> The Equator is an imaginary line across the Earth. Use an infant atlas. Use and interpret 2 compass points (north and south).
DL	<ul style="list-style-type: none"> Interconnections & change: Settlements are influenced by both human and physical features. Enquiry & fieldwork: Recognise simple hazards and steps we can take to avoid them Enquiry & fieldwork: Draw a basic field sketch of one area Enquiry & fieldwork: Observe and name features in the environment 	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between capital cities and our local area Comparisons: Comparing features of urban, rural and coastal areas. Interconnections & change: Humans are affected by physical features everyday (e.g. weather) Interconnections & change: Land use varies due to changes in human and physical features 	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).
VCs	<ul style="list-style-type: none"> Space & place: Case study: Local area. Physical processes: We live on the Earth. Physical processes: Physical features occur in nature and include river, forest, soil and hill. 	<ul style="list-style-type: none"> Space & place: The UK is made of four countries: England, Scotland, Wales and Northern Ireland. Space & place: The capital cities of the four countries in the UK are London (England), 	<ul style="list-style-type: none"> Space & place: There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). Space & place: Case study: Kenya

	<ul style="list-style-type: none"> • Human processes: Human features are man-made. They include settlements, shops, houses and offices. • Human processes: Settlements can be villages, towns or cities, depending on their size. 	<p>Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</p> <ul style="list-style-type: none"> • Physical processes: Coastal areas are areas of land that are near the sea. Features in coastal areas include beach, cliff, sea and ocean. • Human processes: Rural means countryside, urban means towns and cities. • Human processes: The population of rural areas is smaller than urban areas. • Human processes: Rural areas include farmland. This can be for either pastoral or arable farming. 	<ul style="list-style-type: none"> • Human processes: There are poorer and wealthier areas in every city.
Year 2	<p style="text-align: center;">Mini Mappers</p> <p>Studying the human and physical geography of the local area with an introduction to scale and fieldwork.</p>	<p style="text-align: center;">Hot and Cold Deserts</p> <p>Locating hot and cold deserts, and identifying common physical and human features.</p>	<p style="text-align: center;">Rivers, Seas and Oceans</p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas.</p>
SL	<ul style="list-style-type: none"> • Location is a point on a map. • Place is the emotional attachment to a location. • Draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre). • Draw a sketch map of a route with some approximate scale and features in correct order. • Know that scale is used to show size proportionally. 	<ul style="list-style-type: none"> • The weather is short-term. Climate is long-term summary of the weather conditions • Precipitation is the fall of water as rain, sleet, snow or hail • Deserts are places where there is very little precipitation • Hot deserts have a very hot and dry climate • Cold deserts have a very cold and dry climate • Hot and cold deserts are found in all continents and vary in size • Hot deserts are usually found near the Equator • Cold deserts are usually found near the North and South Poles • Features of a hot desert include rocks, sand dunes, oases, and small settlements. • Features of a cold desert include mountains, ice sheets, and small settlements, including research stations. • The Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) • Different animals and plants live in hot and cold deserts. 	<ul style="list-style-type: none"> • Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. • Rivers travel from highland areas (the source) to lowland areas (the mouth). • Physical features around rivers include valleys, mountains, hills and vegetation. • Land use is how land is used by humans. • Land use can be for economic uses, including farms, factories and leisure, or settlements. • Agriculture is the word used to describe the practice of farming. • The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. • There are five oceans in the world. These are larger than seas • The seas around the UK flow into the Atlantic Ocean. • Harbours are found (and ports can be found) where the land meets the sea. • Humans use seas and oceans for economic and leisure uses, the main economic use is trade.

			<ul style="list-style-type: none"> Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species.
Map Skills	<ul style="list-style-type: none"> Use and interpret 4 compass points (north, south, east and west). Give and interpret basic OS map symbols. 	<ul style="list-style-type: none"> Use satellite images (Google Earth) in a plan view. 	<ul style="list-style-type: none"> Use aerial photographs of places in a plan view.
DL	<ul style="list-style-type: none"> Enquiry & fieldwork: Measuring a route around our school site Enquiry & fieldwork: Use an enquiry question to conduct fieldwork on the school site 	<ul style="list-style-type: none"> Comparisons: Identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert). Interconnections & change: Human features are often shaped by physical features Interconnections & change: Climate is long term weather patterns, a physical process, that can be influenced by human activity 	<ul style="list-style-type: none"> Interconnections & change: Overfishing is damaging biodiversity in the oceans. Sustainable management of fishing is needed to protect species.
VCs	<ul style="list-style-type: none"> Space & place: Location is a point on a map. Space & place: Place is the emotional attachment to a location, developed through character and identity. 	<ul style="list-style-type: none"> Space & place: Hot deserts are usually near the Equator; cold deserts are usually near the North Pole or South Pole. Space & place: Case study: Sahara Desert & Antarctic Desert Physical processes: Features of hot deserts include rocks, sand dunes and oases. Features of cold deserts include mountains and ice sheets. Physical processes: The weather is short-term. Climate is long-term summary of the weather conditions. Physical processes: Precipitation is the fall of water as rain, sleet, snow or hail. Physical processes: Deserts are places where there is very little precipitation. Human processes: Human use of land depends on physical features. For example, deserts, where there is little precipitation, settlements are small. 	<ul style="list-style-type: none"> Space & place: There are five oceans in the world. Space & place: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. The seas around the UK flow into the Atlantic Ocean. Physical processes: Rivers travel from highland areas to lowland areas. Physical features around rivers include valleys, mountains, hills and vegetation. Human processes: Land use is how land is used by humans. Human processes: Overfishing is damaging biodiversity in the oceans. Human processes: Harbours are found (and ports can be found) where the land meets the sea. Human processes: Agriculture is the word used to describe the practice of farming. Human processes: Land use can be for economic uses, including agriculture, factories and leisure.

		<ul style="list-style-type: none"> Human processes: Settlements are generally permanent. Some people live nomadic lifestyles, and do not live in a fixed place. 	<ul style="list-style-type: none"> Human processes: Ports are places where goods to be traded are unloaded and loaded. Human processes: Humans use seas and oceans for economic and leisure uses. The main economic use is trade.
Year 3	United Kingdom	Volcanoes	Looking at Europe and Tourism
	Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.	Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere.	Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas.
SL	<ul style="list-style-type: none"> The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland England and the UK are split into regions Regions in England and the UK are split into counties There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and Cambrian Mountains (Wales) The three longest rivers in the UK are the Severn, Thames and Trent Settlements can be hamlets, villages, towns and cities, depending on their size Physical features of the North West include mountains, hills, forests, cliff, beach, river, and valley Human features of the North West include national parks, hamlets, villages, towns and cities, factories, offices Land use in the North West has changed over time (green space is filled; towns have become larger) 	<ul style="list-style-type: none"> The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The crust is split into tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. A volcano is an opening in the Earth's crust through which material can erupt. Volcanoes can be formed at destructive boundaries, where plates move toward each other. Volcanoes can be formed at constructive plate boundaries, where plates move away from each other. Volcanoes can be active, dormant or extinct. The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars. There are two main types of volcano, shield (less violent eruptions) and composite (explosive). Shield volcanoes are more likely to form at constructive plate boundaries and composite volcanoes are more likely to form at destructive plate boundaries. 	<ul style="list-style-type: none"> Europe is made up of 50 countries; Russia is split across Asia and Europe. Tourism is the business of supporting and encouraging people to visit a place for fun. We can categorise effects into social, economic and environmental. The Alps stretch across France, Italy, Switzerland, Austria and other countries. It is popular with tourists, and this has positive and negative impacts. The Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. It is popular with tourists, and this has positive and negative impacts. Many people rely on tourism, and it needs to be managed sustainably. Case study: Tourism in local area, and how this changed over time. Say whether a map is at the local, national or global scale. Spatially match locations on maps of different scales.

		<ul style="list-style-type: none"> • Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water. • La Soufriere is a volcano on the island of St Vincent (Caribbean_ that erupted in April 2021. • Etna is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. • Recognise that world maps can be drawn from different perspectives, and different perspectives are useful for different tasks. 	
Map Skills	<ul style="list-style-type: none"> • Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). • Identify county boundaries on a map • Political maps should human boundaries and features, and physical maps show physical boundaries and features. • Use OS maps • Use physical maps 	<ul style="list-style-type: none"> • Use world maps drawn in Pacific-centred view. 	<ul style="list-style-type: none"> • Identify a range of political and physical boundaries. • Use a junior atlas.
DL		<ul style="list-style-type: none"> • Comparisons: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. • Interconnections & change: Physical features can affect human development e.g. living near volcanoes • Forming Judgements: Evaluate the positives and negatives of living near volcanoes. 	<ul style="list-style-type: none"> • Comparisons: Comparing the impacts of tourism on three different locations. • Interconnections & change: There are similarities and differences between places, even if they have similar physical and/or human features
VCs	<ul style="list-style-type: none"> • Space & place: The UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland. • Space & place: England and the UK are split into regions. Regions in England and the UK are split into counties. • Space & place: There are several mountain ranges in the UK, including Grampian Mountains (Scotland), 	<ul style="list-style-type: none"> • Space & place: The Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. • Space & place: Case study: La Soufriere • Space & place: Case study: Etna • Physical processes: The Earth has four layers. Its upper layer of tectonic plates move. • Physical processes: Shield and composite volcanoes can form at plate boundaries, which produce lava, pyroclastic flows and lahars. 	<ul style="list-style-type: none"> • Space & place: Europe is made up of 50 countries; Russia is split across Asia and Europe. • Space & place: Case study: Amalfi Coast • Space & place: Case study: Graian Region • Space & place: There are similarities and differences between different places, even if they have similar physical and/or human features (Y3)

	<p>Pennines (England) and Cambrian Mountains (Wales).</p> <ul style="list-style-type: none"> • Space & place: The three longest rivers in the UK are the Severn, Thames and Trent. • Space & place: Case study: Region in UK • Physical processes: There are several mountain ranges in the UK. • Human processes: National Parks are a human feature. • Human processes: Settlements can be hamlets, villages, towns and cities, depending on their size. 	<ul style="list-style-type: none"> • Physical processes: Soil is rich with nutrients around volcanoes. • Human processes: Humans use most of land around volcanoes for agriculture. 	<ul style="list-style-type: none"> • Human processes: Tourism needs to be managed sustainably, as it can have negative as well as positive impacts on an area. • Human processes: Tourism is the business of supporting and encouraging people to visit a place for fun. • Human processes: Human impacts can be social, economic and environmental
Year 4	<p>Looking at South America and Brazil Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.</p>	<p>Tropical Rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest).</p>	<p>Earthquakes and Human Settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan.</p>
SL	<ul style="list-style-type: none"> • Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres • South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries • Brazil can be split into political and physical regions. Three physical regions include: the Amazon rainforest, Cerrado and Mata Atlantica. • Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers 	<ul style="list-style-type: none"> • Biomes are large ecosystems that contain specific species of organisms. • Tropical rainforests are biomes that are found in places with high temperatures and lots of precipitation. • Tropical rainforests are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. • Tropical rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American) • Atmospheric circulation drives weather and climate conditions around the world, causing the hot and wet places in which tropical rainforests form. • Rainforests are made of four main layers of different heights: the emergent, the canopy, the understory and the forest floor. Each layer of the rainforest has different types of plants and animals that live there. • Tropical rainforests have very high biodiversity, and there is interdependence between species. 	<ul style="list-style-type: none"> • An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes can occur anywhere; major earthquakes usually occur at plate boundaries. • Earthquakes usually occur at boundaries where the plates are sliding past each other. They can also occur at destructive and constructive plate boundaries. • The focus is the point inside the Earth where the earthquake came from; the epicentre is the point on the Earth's surface above. • The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage. • Countries in the world can be classified as low- medium- or high-income countries (LIC, MIC, HICs). They appear in all continents. • Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits. This is usually different in HICs and LICs.

	<ul style="list-style-type: none"> • Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. 	<ul style="list-style-type: none"> • Tropical rainforests provide resources for humans, such as medicines and foods. This is important at the local and global scale. • Plants in tropical rainforests absorb CO₂ from the atmosphere, which is important for keeping our planet cool. • Chopping down trees is called deforestation. • Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging • At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation. • Draw an object (trees in the tropical rainforest) to scale. 	<ul style="list-style-type: none"> • Haiti is a LIC in North America that experienced an earthquake in 2010. Sendai is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011. • Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects. • The responses to earthquakes in HICs and LICs differ
Map Skills	<ul style="list-style-type: none"> • Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres 		<ul style="list-style-type: none"> • Locate places and features using letter and number coordinates on a map.
DL		<ul style="list-style-type: none"> • Interconnections & change: Scale is used to identify the different impacts of change (small scale vs large scale logging) • Interconnections & change: Human activity can affect physical features (e.g. deforestation) • Forming judgements: Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest). 	<ul style="list-style-type: none"> • Comparisons: Comparing the responses to Earthquakes in Haiti and Japan • Interconnections & change: Similarities and differences between LICs, MICs and HICs • Interconnections & change: Humans adapt to living in earthquake-prone areas
VCs	<ul style="list-style-type: none"> • Space & place: South America is made up of 12 countries. • Space & place: Case study: Rio de Janeiro 	<ul style="list-style-type: none"> • Space & place: Case study: Amazon Rainforest • Physical processes: The layer of air around the Earth is called the atmosphere. 	<ul style="list-style-type: none"> • Space & place: Case study: Haiti • Space & place: Case study: Japan

	<ul style="list-style-type: none"> • Human processes: Indigenous people are the first people who lived in the place and the generations of people who came after, such as the Kayapo people in the Amazon Rainforest. • Human processes: Rio de Janeiro is one of the largest cities Brazil. Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. 	<ul style="list-style-type: none"> • Physical processes: Atmospheric circulation causes some areas on Earth to have higher levels of precipitation than others. • Physical processes: Tropical rainforests are places where there is lots of precipitation. • Human processes: Human uses of products of the tropical rainforest include wood, food, medicine. • Human processes: Deforestation of the Amazon rainforest at the national level is making way for agriculture, mining and logging. 	<ul style="list-style-type: none"> • Human processes: Countries in the world can be classified as low-, medium-, or high-income countries (LIC, MIC, HICs). They appear in all continents. • Human processes: Humans adapt to living in earthquake-prone areas • Physical processes: Tectonic hazards occur at plate boundaries due to movement and include earthquakes and volcanoes (Y4)
Year 5	Investigating World Trade	Looking at North America and Water	Climate Across the World
	Understanding the distribution of the world's natural resources and these are traded between places across the world.	Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.	Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.
SL	<ul style="list-style-type: none"> • Examples of natural resources include wood, food, water and fossil fuels. • Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. • Natural resources are unevenly distributed across the world, and can be renewable or non-renewable (finite). • People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. • HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. • Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. • UK imports food from across the world. Food miles describes the distance that food has travelled (in miles) from source to plate. • There have been changes in what is grown where, how it is farmed, how it is transported and how it is 	<ul style="list-style-type: none"> • North America is located to the west of Europe and is the third largest continent. • North America is made up of 23 countries in the Caribbean, Central America, and Northern America. • The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. • The upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two. • Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. 	<ul style="list-style-type: none"> • Climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains • Climate zones are usually found in more than one continent; and some continents have several climate zones. • Some climate zones (e.g. temperate) usually have a much higher population density than others. • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora). The major biomes of the world are: tundra, tropical rainforests, coral reefs, temperate forests and hot deserts • Vegetation belts are areas that have similar plant life, owing to similar climate, soil and drainage. • Global warming happens naturally as a result of the greenhouse effect. • Carbon dioxide is produced when fossil fuels are burned.

	<p>sold. Agriculture has moved from subsistence to commercial so that food can be traded.</p> <ul style="list-style-type: none"> • Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. 	<ul style="list-style-type: none"> • Waterfalls are formed in the upper course of the river when water gradually erodes soft rock. • Meanders are bends in the river that form in the middle and lower courses. • Floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river. • Calculate distances on a map using scale (1 unit : 1, 2, 4, 5 or 10 units). 	<ul style="list-style-type: none"> • The enhanced greenhouse effect – and unnatural global warming – is caused by too many greenhouse gases in the atmosphere. • The enhanced greenhouse effect is caused by human activity, such as burning fossil fuels, agriculture, deforestation, waste and transport. • Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. • Globally, climate change is creating extreme weather events, causing sea levels to rise and increasing risk to vulnerable and endangered species. • The effects of climate change on the UK include drought, heatwaves, sea level rise and flooding. These effects can be particularly damaging to our vulnerable species including the curlew, newt and dormouse. • Vulnerable biomes are areas sensitive to change and most at risk of damage due to climate change. • Interpret and construct climate graphs.
Map Skills	<ul style="list-style-type: none"> • Locate places using 4-figure grid references on OS maps. 		<ul style="list-style-type: none"> • Use thematic maps (showing climate zones and population density).
DL	<ul style="list-style-type: none"> • Interconnections & change: Many places at the local, national and global scale rely on trading with other places across the world • Forming judgements: Express opinions about fairtrade (benefits and drawbacks). • Forming judgements: Express opinions about environmental issues (Fair Trade) with reasons. 		<ul style="list-style-type: none"> • Interconnections & change: Climate change and global warming happen due to both naturally occurring events and human activity.
VCs	<ul style="list-style-type: none"> • Space & place: Case study: Côte d'Ivoire • Physical processes: Examples of natural resources include wood, food, water and fossil fuels. Fossil fuels are materials made from fossils over millions of 	<ul style="list-style-type: none"> • Space & place: North America is located to the west of Europe and is the third largest continent. North America is made up of 23 	<ul style="list-style-type: none"> • Space & place: Locating climate zones and biomes. • Physical processes: Climate zones share long-term weather patterns. There are six

	<p>years, like coal and oil. Humans use these to run cars and electrical items.</p> <ul style="list-style-type: none"> • Physical processes: Natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). • Human processes: There have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. Agriculture has moved from subsistence to commercial so that food can be traded. • Human processes: People can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. • Human processes: HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. • Human processes: Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. • Human processes: Fair trade is a way of making sure that farmers are paid a fair price for the food they grow. 	<p>countries in the Caribbean, Central America, and Northern America.</p> <ul style="list-style-type: none"> • Space & place: Location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. • Physical processes: The upper course of a river is in high, mountains ground and the river is narrow and fast flowing. The lower course of a river is in low, flat ground and the river is wide and slow flowing. The middle course is between the two. • Physical processes: Rivers erode, transport and deposit to form waterfalls, meanders and floodplains. • Physical processes: The amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. • Physical processes: Water cycle: Evaporation from the air and transpiration from trees means that water vapour rises in the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground. • Human processes: Land use around a river changes from the upper course to the lower course, because of how flat the land is and the features around it. 	<p>main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains.</p> <ul style="list-style-type: none"> • Physical processes: Biomes are areas of the world that, because of similar climates, have similar landscapes, flora and fauna. The major biomes of the world are tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. • Physical processes: The natural greenhouse effect, the enhanced greenhouse effect, global warming and resulting climate change. • Physical processes: The increase in frequency of extreme weather events like heatwaves and drought as a result of climate change. • Human processes: Human use of fossil fuels and other resources (renewable/non-renewable). • Human processes: Population density as a result of climate zones.
Year 6	Improving the Environment	On the Move	I am a Geographer
	Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.	Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.	Posing questions, completing fieldwork and presenting a geographical investigation.
SL	<ul style="list-style-type: none"> • Adaptation includes responses that would help us to survive in a changing climate. • Examples of adaptation methods in the UK include the Thames barrier and increased use of air conditioning. 	<ul style="list-style-type: none"> • Maslow's hierarchy of needs show what humans need to survive and thrive • Migration is the process of moving from one place to another. It does not have to be between 	<ul style="list-style-type: none"> • Draw a basic map to scale (1 unit : 1, 2, 4, 5 or 10 units) • Create questionnaires and surveys • Locate places and features using 6-figure grid references

	<ul style="list-style-type: none"> Global examples of adaptation methods include building houses on stilts and dams. Mitigation includes actions that help to prevent - or mitigate - the impacts of climate change. Examples of mitigation include wind power and using other sources of renewable energy (to reduce greenhouse gas emissions) and reforestation (to increase absorption of greenhouse gases). Wind power is renewable and does not emit carbon dioxide; however it does create visual and noise pollution. Plastic waste is created across the world, and often ends up in oceans. This can come from household or industrial waste, as well as fishing nets from fishing industry. Plastics take hundreds of years to break down. They threaten biodiversity and can kill organisms directly or indirectly by destroying habitats. Creating plastics requires fossil fuels and releases greenhouses gases into the atmosphere. Customers have power at the local scale to influence industry at the national and global scales. Human's actions to reduce climate change have relative impacts. Some actions are therefore having a bigger impact than others. 	<p>countries, but where it is it is called immigration (in) or emigration (out)</p> <ul style="list-style-type: none"> People migrate because of push and pull factors Voluntary migration usually happens because of economic or social factors. Expectations of migration are not always met in reality. European case study: Poland to UK 2004-today North American case study: Mexico to USA Forced migration happens as a result of life-threatening events, such as conflict or physical disasters Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status Refugees are given international protections and support in settling in a different country Asian/European case study: Syria to countries in Europe Many people migrate to and from our local area, which impacts our community. 	<ul style="list-style-type: none"> Produce a detailed risk assessment
DL	<ul style="list-style-type: none"> Interconnections & change: Both human and physical processes can affect the climate creating changes which need to be sustainably managed. Forming judgements: Evaluate responses to environmental issues (UK government's response to plastic waste). Forming judgements: Explain how actions can reduce the impacts of climate change. 	<ul style="list-style-type: none"> Interconnections & change: Migration is usually the result of a related set of push and pull factors these can be both physical and human factors. 	
VCs	<ul style="list-style-type: none"> Space & place: Case study: Shetland Physical processes: Use of fossil fuels to create plastics, and the effects this can have on the Earth. Physical processes: Mitigation and adaptation are ways that humans can reduce and live with the effects of climate change. 	<ul style="list-style-type: none"> Space & place: Case study: Poland to UK 2004-today Space & place: Case study: Mexico to USA Space & place: Case study: Syria to countries in Europe 	

	<ul style="list-style-type: none">• Human processes: Adaptation to and mitigation against climate change.• Human processes: Economic aspects of climate change mitigation and adaptations.	<ul style="list-style-type: none">• Human processes: Maslow's hierarchy of needs show what humans need to survive and thrive• Human processes: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out).• Human processes: People migrate because of push and pull factors.• Human processes: Voluntary migration usually happens because of economic or social factors.• Human processes: Forced migration happens as a result of life-threatening events, such as conflict or physical disasters.• Human processes: Asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status. Refugees are given international protections and support in settling in a different country.• Human processes: Human settlements change or develop based on external factors (both human and physical)	
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