WEBSITE VERSION – FOR THE FULL VERSION CONTACT MR DONE

Geography Curriculum

Curriculum Intent for Geography

At Masefield Primary School, we aim to provide an ambitious and high-quality Geography Curriculum, spanning the Early Years Foundation Stage (EYFS) to Year 6. Our Geography Curriculum builds knowledge of diverse places, people, natural and human environments, together with the Earth's fundamental physical processes. Through the progressive development of geographical knowledge, skills, understanding and enquiry, while simultaneously nurturing our pupils' natural curiosity and fascination with the natural world, we aim to instil a life-long love and passion for Geography, in conjunction with respect for the world in which we inhabit.

Our Geography Curriculum builds knowledge of key geographical concepts, which allows pupils to explore in-depth the economic, environmental, political and social facets of places, while comparing and contrasting local, regional, national and global scales. Our Geographical Curriculum aims to ensure that our pupils are aware of contemporary geographical issues and the significance of human impacts across the globe and the drive towards sustainability. Armed with this information, our pupils will be better informed to make decisions about how they chose to live their lives now and in the future and will have an enhanced understanding of cultures dissimilar to their own; fostering mutual respect and tolerance.

At Masefield, the teaching and learning of Geography is delivered as a discrete subject, in order to promote the explicit and specific development of geographical knowledge, skills, understanding and enquiry. Naturally, links are to other areas of our curriculum, but this does not dilute the entitlement and quality of our Geography Curriculum.

Our school's long-term plan for Geography establishes the content for teaching, specified within each year group. This is supported by the school's Geography Progression Document, which demonstrates pupil learning outcomes, within each stand of development, across and between our Geography Units of Work. Short-term planning details how this content evolves over a series of lessons within each unit of work. The organisation of our Geography Curriculum provides structured opportunities for all our pupils to:

- Develop enjoyment, interest in and knowledge of Geography and an appreciation of its contribution to all aspects of everyday life;
- Build upon their natural curiosity and sense of awe about our amazing human and natural environments;
- Be introduced to the language and specific vocabulary of Geography;
- Assimilate accurate locational knowledge of the world's countries, oceans and hemispheres and;
- Forge connections between the human and physical environments; facilitating pupil investigations of the economic, environmental, political and social aspects of Geography.

The Teaching and Learning of Geography

In addition to the conscious design and structure of our Geographical Curriculum, careful consideration has been given to the implementation of the curriculum in the classroom. The delivery of our teaching and learning will vary according to the activities undertaken, yet will follow the principles and sequence set out in our Teaching, Learning and Implementation Policy and will include: class, group and individual deliberative instruction, exposition and demonstration and the explicit use of questioning and in-depth discussion. The following approaches and resources are adopted across all year groups, in order to ensure effective delivery of the intended Geography Curriculum.

What is Geography?

At Masefield Primary School, we define Geography as 'the world discipline,' which endeavours to 'seek order and meaning in the diversity and complexity of the world' (Professor Alistair Bonnett). As former President Barack Obama once commented:

"The study of Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

In order for our pupils to begin to discover order and meaning across the globe, our Geography Curriculum encompasses specific geographical concepts.

Geographical Concepts

In order to structure the development of and relationships between our key geographical knowledge, skills, understanding and enquiry; geographical concepts are threaded and interwoven throughout our Geography Curriculum. These geographical concepts are the core disciplinary underpinnings of Geography and are embedded within our Geography Curriculum, in order for our curriculum to remain not only faithful to the historical development of the subject, but also to ensure that our pupils organise their geographical thinking according to the academic principles and rigors of the subject. These geographical concepts are explicitly taught within and across individual units of work. They are revisited throughout individual year groups and across key stages, to ensure that our pupils have a clear and thorough understanding of them, so that they can make meaningful connections between the units of work and lock their geographical knowledge, skills, understanding and enquiry, within their long-term memory. As a consequence, our pupils will be thoroughly prepared for the academic demands of the subject as they journey from our school and embark upon their geographical learning at secondary school and beyond.

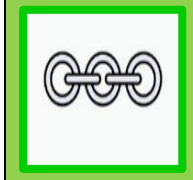
These geographical concepts are:

- Place;
- Space;
- Scale;
- Environment;
- Interconnection;
- Sustainability;
- Cultural Awareness and Diversity;
- Human and Physical Processes.

Defining Geographical Concepts

Concept	Summary	In the Curriculum
Place 	The concept of place is about the parts of the Earth's surface that are identified and given meaning by people and the significance attached to them.	In the Geography curriculum, an understanding of the concept of place is developed by establishing that: ❖ places may be perceived, experienced, understood and valued differently. ❖ places range in size from a part of a room or garden to a major world region. ❖ places can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, such as landforms and people, while others are intangible, like scenic quality and culture. ❖ places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. ❖ the environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods. ❖ the human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales. ❖ the places in which we live are created, changed and managed by people. ❖ each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places. ❖ the sustainability of places may be threatened by a range of factors. For example, natural hazards, climate change, economic, social and technological change. **Key Questions:**

		1. What is this place called? 2. What is it like? 3. What kind of features does it have? 4. How and why is it changing? 5. What kinds of jobs and activities can people do here? 6. How do I feel about it? 7. How does it compare to other places?
Space 	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.	In the Geography curriculum, an understanding of the concept of space is developed by establishing that: ❖ spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes. **<u>Key Questions:</u>** 1. Where is this place? 2. How does it connect to other places? 3. How can it be mapped?
Scale 	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.	In the Geography curriculum, an understanding of the concept of scale is developed by establishing that: ❖ generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in terms of farming, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. ❖ Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events such as the effects of local vegetation removal can have global outcomes. **<u>Key Questions:</u>** 1. How does my view of this place change when I zoom in or out? 2. How and why are places connected at difference scales?

Environment 	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.	In the Geography curriculum, an understanding of the concept of environment is developed by establishing that: ❖ the environment is the product of geographical and human processes. ❖ the environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. ❖ it presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. ❖ culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments. ❖ each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors and can be reduced but not eliminated by prevention, mitigation and preparedness. **<u>Key Questions:</u>** 1. What are the positive and negative influences upon the environment?
Interconnection 	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.	In the Geography curriculum, an understanding of the concept of interconnection is developed by establishing that: ❖ places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on the ways these characteristics change. ❖ environmental and human processes, such as the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. **<u>Key Questions:</u>**

		1. How can we see the global in the local and vice versa? 2. How do I connect to people and places in the world? 3. What's it got to do with me?
Sustainability 	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.	In the Geography curriculum, an understanding of the concept of sustainability is developed by establishing that: ❖ sustainability is both a goal and a way of thinking about how to progress towards that goal. ❖ progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and the economic and social well-being of humans. ❖ an understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function, the human actions that have initiated these processes, and the attitudinal, demographic, social, economic and political reasons for these human actions. These can be analysed through the framework of human-environment systems. **<u>Key Questions:</u>** 1. How do people damage and sustain environments? 2. What futures lie ahead? 3. What can I do? 4. Why should I care?
Cultural Awareness and Diversity 	Cultural understanding and diversity as a concept is about appreciation and awareness of similarities and differences between environments, places,	In the Geography curriculum, an understanding of the concept of cultural awareness and diversity is developed by: ❖ identifying similarities and differences between environments, places, people and cultures and using this knowledge to build an appreciation of people's beliefs and attitudes and influence **<u>Key Questions:</u>**

	people and cultures to help develop our understanding of different societies and economies.	1. Who am I? 2. What's my story? 3. What's their story? 4. Why is biodiversity important?
Physical and Human Processes 	The geographical concept of physical and human processes looks at natural and man-made.	In the Geography curriculum, an understanding of the concept of processes is developed by establishing that: ❖ a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. ❖ human processes could therefore be defined in terms of how human involvement has affected the world. ❖ such events and activities can lead to changes within the places, landscapes and societies of the world. **<u>Key Questions:</u>** 1. What kind of change is happening? 2. What effect is human activity having on this place and why? 3. How is the landscape changing and why?

Curriculum Content

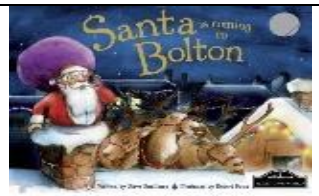
The national curriculum for Geography aims to ensure that all pupils:

- 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;
- 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;
- Are 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, aerial photographs and Geographical Information Systems (GIS);
    - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Where am I?	Where am I?	What are maps?	Where is our local park?	What is a globe?	Are there different counties in the world?
Reception	All About Me – Where do I go to School?	Let's Celebrate (Festivals)– Where do I live?	People who help us! - Where is Antarctica?	Growing! - How can we help our world?	Amazing animals! - Where do animals of the world live?	Fantasy! - Where is Ghana and how does it compare to where we live?
Year 1		Our Local Community and Town – Little Lever and Bolton		Our Country – The United Kingdom (UK)		Regional Study: The Northwest of England
Year 2		Our Blue Planet		The World's Biomes		Regional Study: Comparing Kenya and the United Kingdom
Year 3		Cold Spaces: Polar, Taiga and Tundra		Exploring Maps		Regional Study: the Mediterranean
Year 4		The Water Cycle: Aquatic Biomes and River Systems		Regional Study: The City of Manchester		Regional Study: China and the Grassland Biome
Year 5		Regional Study: the Amazon, a Tropical Rainforest Biome		North America: Earthquakes and the Desert Biome		Our Capital City - London
Year 6			South America and Brazil	South America and Brazil		National Parks of the United Kingdom

Term:	Reception – Autumn 1	Key Text(s):	
Unit Title:	**All About Me – Where do I go to School?**		

Curriculum Content	Substantive Knowledge	Prior Learning	Future Learning	Key Vocabulary
Understanding the World • Draw information from a simple map • Begin to understand the need to respect and care for the natural environment and all living things • Know that some places are special to members of their community • Know that some environments are different to the one in which they live	• Children will know that our school is called Masefield Primary School • Children will know that our school is in a village called Little Lever • Children will be able to identify the key features of our school grounds • Children will know that we have a church in our village. We will learn that the church is called St. Matthews • Children will know what a map is used for • Children will look at aerial photographs of our school and its grounds and use these to explore and create their own maps	• Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	**Geographical Skills and Fieldwork:** Asks simple geographical questions e.g. what is it like to live in this place? Makes maps and plans. **Place Knowledge:** Name, describe and compare familiar places, link their homes with other places in their community **Locational Knowledge:** Understand how some places are linked to other places (roads, trains) **Geography:** Understanding our local environment and what is around us. Use of maps and World Atlas in KS1 and KS2.	Map Village Playground Field Masefield Primary School Trim trail Track Gate Nursery Outdoor classroom

Term:	Y1 – Autumn 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

Our Local Community and Town – Little Lever and Bolton

The aim of this unit is for pupils to:

- Understand that they live in Little Lever, which is part of the town of Bolton;
- Know what human and physical features are;
- Identify the human and physical features in their local area.

This unit builds upon the locational knowledge, skills and understanding of the basic human and physical features studied in the Early Years Foundation Stage (EYFS). This unit explores the local geography of Little Lever and Bolton and is a precursor to the comparative regional study conducted in Year 2 between Kenya and the UK. Ultimately, this unit is designed to give all pupils a basic understanding of the human and physical processes that characterise a specific place, which will eventually evolve into them thinking critically about their environment and the impact human beings have upon the physical environment, not just across local spaces, but also, at the regional, national and global scales.

End of Unit Outcome: compare and contrast the human and physical features of Little Lever and Bolton.

Prior Knowledge Requirements:

- Know positional vocabulary (Reception): near, far, forwards, backwards, left and right;
- Have knowledge of their own home and its location (Reception): room names and functions;
- Know subject-related vocabulary (Reception): house, road or park;

Key Vocabulary for this Unit:

Urban: areas that are built by human beings.
Rural: areas of the natural world.
Map: a drawing or diagram that represents a place.
Environment: the area around us.
Human: places in the world made by humans.

❖ Know weather vocabulary (Reception): different types of weather and seasonal changes.	Physical: places that are natural. Town: an urban area that as many different buildings.
Composite – The Big Idea Our local area is the place where we live. There are a variety of human features, for example, many houses and other buildings that make up a town. There are also physical features, for example, fields, woodlands or rivers. Our local environment is the combination of these human and physical features. The place is Little Lever, Bolton.	**Components – Sequence of Learning** 1. Retrieval of prior knowledge and vocabulary; 2. Our School and local area: Where is our school and what is it like? What do we like about our school and how could we make it better? (Use Google Earth to view the school from above) Locate the school on different maps; walk around the school grounds discussing the position of different places within school: for example, hall, outdoor classroom, field or car park; 3. The street outside our school (physical and human features) (discuss road safety); 4. The physical and human features of Little Lever (what do we mean by the local area? What is our locality like?); 5. Fieldwork – conduct a survey of how we get to school (display data using a pictogram); 6. Mapping our journey to school – draw a map showing the local streets of Little Lever close to Masefield (what landmarks do the children know?) How do we get to school and what are the best/safest routes for walking? Compare our journeys to school with others from across the world (website below); 7. Fieldwork – make a map of the route taken from Masefield to Little Lever Library (How can we improve our route? Could we go the same way if we travelled in a car? Would we go the same way at night or in winter?) Use the class teddy as a landmark marker, by taking a photograph of him at key intersections along the route (time how long it takes to walk); 8. End of Unit Outcome and LBQ: compare and contrast the human and physical features of Little Lever and Bolton.
Possible Online Resources	25 Of The Most Dangerous And Unusual Journeys To School In The World | Bored Panda

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key. Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features	Understand that the area they live in is called Little Lever. Understand that Little Lever is an area in the town of Bolton. Know that Bolton is in England. **Map work:** Know that a map is a representation of what an area looks like from an aerial view. Understand that maps give us information about places and their locations. Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located.	Tell someone their address and Postcode. Know a village is smaller than a town and is usually associated with the countryside. Know there are many signs on the roads to help drivers use the Highway Code. Know what a supermarket, post office and church are. Say and explain what they like about their locality.	Know that in the world there are things made by people and these are called human features. Know that in the world there are things NOT made by people and these are called physical features. Understand that school is a human feature, as it has been made by people. Identify some human and physical features in the local area.	**Gathering Information** Understand that we use fieldwork to view an area ourselves. Understand how to remain safe, whilst participating in fieldwork. Identify human and physical features in our local area. **Recording** Children to draw pictures of human and physical landmarks as they walk from Masefield to Little Lever Library **Skills** Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located.

of its surrounding environment.	Locate Masefield Primary School on an aerial photograph. Draw a simple map showing the route taken from Masefield Primary School to Little Lever Library.			Observe and record information about the local area. Observe and record daily weather using simple symbols.

Term:	Y2 – Autumn 2	Key Text(s):	 

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

Our Blue Planet

The aim of this unit is for pupils to:

- ❖ Know that our planet is a sphere (ball-shaped);
- ❖ Know that is made up of both land (rocks) and water;
- ❖ Know that there are two types of water – fresh and salt;
- ❖ Know that most of the planet is covered in salt water (71%);
- ❖ Know that the land is called continents and the saltwater is called oceans;
- ❖ Name and locate the seven continents;
- ❖ Name and locate the five oceans;
- ❖ Understand how to use a map to locate both continents and oceans.

This is the first unit to introduce continents and oceans. This unit builds upon the foundational knowledge, skills and understanding of countries and seas, introduced in Year 1. This unit explores the global physical geography of our blue planet, which will support geographical learning across school. For example, in Year 2, children will study a country and region in a different continent (Kenya, in Africa) and throughout Key Stage 2, children will investigate a variety of spaces and places, including: biomes, South America, North America and Europe.

End of Unit Outcome: locate and label the continents and oceans on a world map.

Prior Knowledge Requirements:

- ❖ Know the four countries of the United Kingdom (UK) (England, Wales, Scotland and Northern Ireland), their capital cities and the seas that surround the UK;

Key Vocabulary for this Unit:

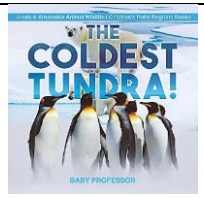
Planet Earth: a giant ball-shaped mass of rock and water;
Ocean: a very large area of deep salt water;
Continent: very large block of land (rock);

❖ Know how to identify land and sea on a map or atlas.	Salt water: water found in the world's seas and oceans. Human beings cannot drink it; Freshwater: water found on land in rivers and lakes. Human beings can drink it; Atlas or globe: a map of the whole planet.
Composite – The Big Idea Our planet Earth is a sphere. It is made up of land and water. Saltwater covers most of the planet, which is why Earth is sometimes called a 'Our Blue Planet'. We call the land continents and the saltwater oceans. The continents and oceans are the basic spaces that determine all physical geography across our world.	**Components – Sequence of Learning** 1. Retrieval of prior knowledge and vocabulary; 2. Mapping our blue planet: introduce a globe and atlas, explaining that an Atlas is a flat, two-dimensional version of the globe; introduce the concepts of land and salt water and identify these on both a globe and atlas; 3. Explore continents: explain that the areas of land are continents and that there are seven of them across the world. Explain that continents are made up of countries. Locate the UK and explain that we are part of the continent of Europe. Repeat with numerous examples covering a variety of countries and the continents from which they belong. Label a map of the continents; 4. Explore oceans: explain that there are two types of water to be found across our planet. Explain that freshwater is water found on the continents as rivers and lakes and that this is the water we drink. Explain that salt water covers most of the Earth's surface and that this is water we cannot drink. Locate the five oceans of the world on a globe and atlas. Know that on an atlas, there often appears to be two Pacific Oceans, however, this is because the Earth is a sphere and secondly, that the Pacific Ocean is the most sizeable. Illustrate this on a globe. Label a map of the world's oceans. 5. Retrieve knowledge of continents and oceans from a variety of different maps, including partial world maps, maps of individual

	continents and maps in different perspectives, for example, where the South Pole is located towards the top of the page, as opposed to the bottom of the page, as per standard configuration. 6. End of Unit Outcome and LBQ: locate and label the continents and oceans on a world map.
Possible Online Resources	(1) The Blue Planet BBC [1] - Introduction (part 1) - YouTube The World - BBC Teach The Continents Rhyme: Get out the map, and what do you see, Seven continents, where can they be? Europe and Asia lie northwards on the sphere, Africa is shaped like an elephant's ear! Around the South Pole is Antarctica. Australia and some islands make up Oceania. North and South America are joined in the middle. Can you solve the continent riddle?

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to	Know that there are seven continents and five oceans and identify them on a world map: Europe, North and South America, Africa, Asia, Oceania and Antarctica; Atlantic, Pacific, Indian, Southern and Arctic Oceans. **Map work:**	Know that in the world there are areas of land and salt water. Understand that the covered by land are split up into continents. Understand that each continent is divided into countries.	Know that land and salt water are physical geographical features	Use world maps, globes and atlases to identify and locate the world's continents and oceans. Use a variety of maps to locate the world's continents and oceans.

describe the location of features and routes on a map.	Identify the land and saltwater on a map of the world. Identify the seven continents on a map. Know that we live in England, which is in the United Kingdom, which is in the continent of Europe (despite the fact that we are an island). Identify the five oceans. Know simple compass points: North, South, East and West, to describe the position of the world's continents and oceans.	Know that the largest ocean is the Pacific and the largest continent is Asia.		

Term:	Y3 – Autumn 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

Cold Spaces: Polar, Taiga and Tundra

The aim of this unit is for pupils to:

- Know what the polar, taiga and tundra biomes are.
- Know that Russia is a very large country that spans two continents: Europe and Asia;
- Know the key human and physical characteristics of Russia;
- Know and understand the key climatic features of the polar, taiga and tundra biomes;
- Understand the human contribution to global warming, in particular how climate change and increasing temperatures are leading to a melting of these biomes, which is having significant impacts across the region and worldwide;
- Understand Russia's impact upon the wider world, in particular through the export of natural resources and cultural contributions to the world.

The unit builds upon the foundational knowledge, skills and understanding learned in Key Stage 1 (KS1) pertaining to the physical geography of our planet including: continents and oceans, seas and mountain ranges and biomes. The unit introduces vocabulary specific to not only the polar, taiga and tundra biomes, which characterise northern Russia, but also, focusing on Russia's cultural and international trading links. This unit prepares pupils for further more detailed studies into contrasting biomes in Years 4 and 5.

End of Unit Outcome: choose one of the polar, taiga or tundra biomes and create a presentation documenting the key physical and human characteristics of the biome, including: climate, habitats, flora and fauna and the availability of natural resources and the impact of climate change for the indigenous people, who live in the biome.

Prior Knowledge Requirements:	**Key Vocabulary for this Unit:**

❖ Know the continents and oceans of the world; ❖ Know the difference between continents and countries; ❖ Know what a biome is and the general location of the polar, taiga and tundra biomes; ❖ Know how to find locations on a map; use a globe and atlas to identify continents and countries.	Polar biome: the large areas of permanent ice caps that encircle the North and South Poles. Annual temperatures are mostly below freezing. Polar biomes are often windy, with very little precipitation. Sometimes these areas are referred to as polar deserts. Antarctica is colder than the Arctic. Taiga biome: the large regions of northern coniferous forest found especially in Russia and Canada. The Taiga is the world's largest biome. Tundra biome: frozen lands, found especially in the Arctic and high mountain environments, which support shrubs, mosses and lichens and characterised by Permafrost, which is a permanently frozen layer on or under Earth's surface. It consists of soil, gravel, and sand, usually bound together by ice. North Pole: The point at the northern end of the Earth's axis. Arctic Circle: the line of latitude north of which places experience continual sunlight in Summer (March – September) and continual darkness in winter (October – February); Climate: a long-term weather pattern established over a period of time (often in excess of thirty years) Global Climate Change: any changes to the climate around the world, but especially the recent, rapid changes caused by human activity (global warming).

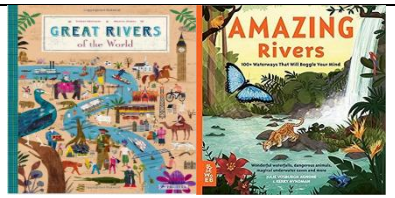
Composite – The Big Idea	**Components – Sequence of Learning**
The cold spaces of our planet can either be found in the high-altitude mountainous areas or encircling the North and South Poles. In the northern hemisphere, Russia, being the largest country on Earth, according to land mass, dominates the Arctic	1. Retrieval of prior knowledge and vocabulary; 2. Locate Russia on a world map and within Europe and Asia. Identify and label Russia's neighbouring countries (including Kaliningrad). Identify and locate Russia's major cities;

Circle. The Arctic Circle is home to the taiga, tundra and polar biomes, where uniquely adapted flora and fauna thrive in the harsh conditions. Likewise, these vast expanses contain many of the world's natural resources. However, some of these contribute to global climate change, which is having significant consequences for these delicately balanced biomes.	3. Create a simple fact file detailing Russia's population, land area, capital city, currency, languages spoken, major religions and cultural landmarks. Explore Russia's role within the wider world, including being one of the largest exporters of natural resources including: timber, oil and natural gas. 4. Identify and map the location of the taiga, tundra and polar biomes on a world map. Explore the physical features of the taiga, tundra and polar biomes. 5. Examine the causes and consequences of global climate change, with specific reference to the taiga, tundra and polar biomes. Case Study: Climate Change and Polar Bears. 6. End of Unit Outcome and LBQ: choose one of the polar, taiga or tundra biomes and create a presentation documenting the key physical and human characteristics of the biome, including: climate, habitats, flora and fauna and the availability of natural resources and the impact of climate change for the indigenous people, who live in the biome.
Possible Online Resources	Discovering the Arctic - interactive education for schools natgeokids.com/uk/discover/geography/countries/russia-facts/ Russia (nationalgeographic.com) Polar Bears and Climate Change | Pages | WWF (worldwildlife.org) BBC iPlayer - Go Jetters - Series 3: 27. Climate Change, the Arctic Ocean Polar Bear - Polar Bears and Climate Change | Young People's Trust For the Environment (ypte.org.uk)

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Locate the world's countries, using maps to focus on Europe (including the location of Russia).	Know where the Equator, Tropics of Cancer and Capricorn and	Arctic Circle Know that the Arctic Circle is at	Arctic Circle Climate Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winter lasts	Know the four points of the compass: North, South, East and West.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	the Arctic and Antarctic Circles are located and the consequence impact that this has on temperature. Know where the North and South Poles are located and understand that these are the coldest places on Earth, as they are furthest away from the Equator. **<u>Map work:</u>** Locate Russia on a world map and within Europe and Asia.	the North of the Earth. Know that the Arctic Ocean is located within the Arctic Circle. <u>Polar, Taiga and Tundra Biomes</u> Know that each of these biomes has unique human and physical characteristics and are home to unique flora and fauna that have evolved special adaptations in order to inhabit these cold places.	for about eight months. Know that the average temperature in the Arctic, ranges from about 12˚C in the summer to about -34˚C in the winter. <u>Physical</u> Most of the Arctic is covered by water and most of that water is frozen. There are: mountains, islands, fjords, icebergs and glaciers. <u>Human</u> People have lived in the Arctic for thousands of years. Only about four million people live and work in the Arctic at present (for comparison, there are 66 million in the UK). In the winter, it can get so cold that it's too dangerous to go outside without special clothing and equipment. Ferocious storms and blizzards can make travel very challenging. Mining for oil and natural gas, together with fishing are important activities in the Arctic. <u>Climate Change</u> Understand that global climate change (global warming), is the	

	Identify and map the location of the taiga, tundra and polar biomes on a world map.		process of our planet becoming warmer. Understand that humans contribute to global warming by: burning fossil fuels, through farming activities and deforestation. Understand that this can have a negative impact upon our world, especially in the Arctic and Antarctic, where the permafrost, sea ice and glaciers are melting rapidly, having significant consequences for the animals and plants living in these environments.	

Term:	Y4 – Autumn 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

The Water Cycle: Aquatic Biomes and River Systems

The aim of this unit is for pupils to:

- ❖ Know how the water cycle functions, from evaporation, through condensation and into precipitation;
- ❖ Know that there are two aquatic biomes on Earth: marine and freshwater;
- ❖ Know that rivers constitute the freshwater biome;
- ❖ Know that rivers run from their source to their mouth and that all rivers flow from higher ground to lower ground and terminate at the sea;
- ❖ Know and explain the key features of river systems;
- ❖ Understand and explore environmental issues pertaining to river systems;
- ❖ Know and understand how rivers have and continue to shape the location of human settlements.

The unit builds upon the foundational knowledge, skills and understanding learned in Key Stage 1 (KS1) pertaining to the physical geography of our planet including: continents and oceans, seas and mountain ranges and biomes. This unit introduces vocabulary specific to river systems, including: source, spring, tributary, confluence, meander, ox bow lake, lakes, waterfalls, gorges, floodplain, delta and estuary.

End of Unit Outcome: information and explanation text exploring the features and processes of river systems, together with their importance for human settlements and activities, for example, irrigation for agriculture.

Prior Knowledge Requirements:

- ❖ Know the continents and oceans of the world;

Key Vocabulary for this Unit:

❖ Know key physical features including: beach, coast, forest, hill, mountain, sea, ocean, river and valley; ❖ Know what a biome is and that the aquatic biomes are found within all of the other biomes. ❖ Know how to find locations on a map; use a globe, atlas or map to identify physical features.	Aquatic biomes: there are two aquatic biomes: marine and freshwater. Water Cycle: the circulation of water in the atmosphere and on the Earth's surface, triggered by the heat of the sun. River: the water that flows down a channel from upland to lowland areas. Source: where a river begins, usually in higher ground; Spring: water forced upwards towards the surface from deep underground due to high pressure. Tributary: when one stream or river meets another and merge together, the smaller stream or river is known as the tributary; Confluence: the point at which two streams or rivers merge together, to form one larger stream or river. Meander: a winding curve or bend in the river. Waterfall: is a river or other body of water's steep fall over a rocky ledge into a plunge pool below. Waterfalls are also called cascades. Ox Bow Lake: a cut-off meander. Delta: an area low-lying and often marshy land at the mouth of a river. Estuary: the part of the river where the freshwater and saltwater mix in varying amounts due to the tidal flow at the river's mouth. Mouth: where the river meets the sea or ocean.
Composite – The Big Idea Most of the world's water is found in the seas and oceans. However, saltwater cannot be used for drinking and irrigation. Freshwater is rather more scarce. Lakes, rivers and water-bearing rocks are the main sources of the supply of freshwater. Aquatic biomes are home to a diversity of flora and fauna and are fundamental to all life on Earth, as they support all of the Earth's biomes. River systems are	**Components – Sequence of Learning** 1. Retrieval of prior knowledge and vocabulary; 2. Examine a model of the Water Cycle; 3. Define what an aquatic biome is and locate the different aquatic biomes on a map; examine some of the key physical features of the freshwater biome and some of the challenges posed by human

central to the water cycle, as they act as drainage channels for excess surface water, which is returned to the seas and oceans to complete the water cycle. River systems have and continue to support human settlements and have been the basis of human transportation systems for thousands of years. However, the availability of freshwater is becoming increasing challenging and complex in some parts of the world. Around the world, more people now have access to a mobile telephone, than access to a flushing toilet!	interaction (consider the recent issues pertaining to the release of raw sewage); Locate some of the world's key rivers; 4. Locate and map the UK's major rivers, including the seas/oceans, in which they flow into; identify and locate major cities and towns located on key river lengths; 5. Create a fact file of a UK river, examining the key physical features and human settlements along its course; 6. Study a river; follow the journey of a river from its source in the upper course, through its middle course and where it empties into the sea/ocean at its mouth; create a labelled diagram to chart the course of the river, with its clearly identified and labelled physical features; 7. Fieldwork: study the course of a local river (River Irwell), using Google Maps, Ordnance Survey Maps and maps from other sources, identifying features using four-figure grid references; Visit the river; explore the freshwater biome and comment upon the impact of humans; use photographs and video to record the movements of the river and record the effects of erosion and deposition. Measure river speed in different locations, determined by physical features; 8. End of Unit Outcome and LBQ: information and explanation text exploring the features and processes of river systems, together with their importance for human settlements and activities, for example, irrigation for agriculture. Explore the impact of rivers on human settlements, both historically and contemporarily.
Possible Online Resources	CAFOD: Our World, Our Water - YouTube Water resources for primary schools (cafod.org.uk) What is the water cycle? - BBC Bitesize The water cycle - BBC Teach natgeokids.com/uk/discover/science/nature/water-cycle/ Explore rivers - BBC Bitesize The water cycle - Met Office Rivers - BBC Teach

		Geography of the UK - KS2 Geography - BBC Bitesize Aquatic Biome (nationalgeographic.org)		
NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**

Term:	Y5 – Autumn 2	Key Text(s):	

Key Concepts:

Place 

Space 

Scale 

Environment 

Interconnection 

Sustainability 

Cultural Awareness and Diversity 

Human and Physical Processes 

Regional Study: The Amazon, a Tropical Rainforest Biome

The aim of this unit is for pupils to:

- Understand the spatial distribution of the tropical rainforest biome across the globe;
- Understand where the Amazon Basin is located;
- Understand the climate of the tropical rainforest biome;
- Understand the physical geography of the Amazon Basin, including the biodiversity and structure of the
- tropical rainforest biome;
- Understand the human geography of the Amazon Basin, including settlements and the impact of different
- human activities upon the tropical rainforest biome;
- Understand the causes and consequences of deforestation across the Amazon Basin;
- Understand conservation and sustainable development in the Amazon Basin.

This unit focuses on the tropical rainforest biome, exploring the human and physical processes and environment of the Amazon Basin, in South America. This unit builds on the knowledge acquired in Year 4, when pupils studied the water cycle and the physical geography of rivers. In addition, this unit is precursor to the work the pupils will undertake in Year 6, when they examine the geography of South America, including Brazil. Pupils will study the causes and consequences of deforestation upon the local, national, regional and global scales, building upon their knowledge of climate change from Year 1.

End of Unit Outcome: Presentation: Will the tropical rainforest biome of the Amazon Basin survive?

Prior Knowledge Requirements:

- Know what a biome is;
- Know the water cycle and physical geography of rivers;
- Know the science of photosynthesis;

Key Vocabulary for this Unit:

Biome: A biome is an area of the world that has a particular climate, together with certain (fauna) animals and (flora) plants that are uniquely adapted to

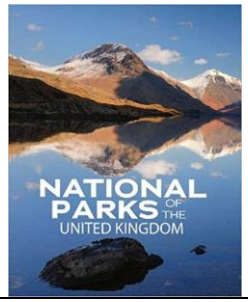
❖ Know the science of food chains; ❖ Know that the climate changes over the long term and can be influenced by human processes; ❖ Know that human and physical processes operate across the local, national, regional and global scales.	living there. The Earth has several terrestrial (land) and two aquatic (water) biomes; Tropical Rainforests: tropical rainforests grow in areas of high rainfall. Tropical rainforests are found between the Tropic of Cancer and the Tropic of Capricorn and receive between 175-200 cm of precipitation annually; Biodiversity: the variety and interconnections between the animals and plants that live in a particular environment, ecosystem or habitat. Scientists have shown that having a higher level of biodiversity is more important and desirable than a lower level of biodiversity. Nature thrives where there are more animals and plants living together in a shared community. Emergent Layer: the emergent layer is the name given to the tallest trees of the tropical rainforest biome that protrude upwards towards the sunlight. Canopy Layer: the canopy, which may be over thirty metres in height, is composed of the overlapping branches and leaves of the tropical rainforest biome; The Understorey: the understorey is a layer comprised of younger trees, shorter trees, shrubs and plants. It is a dense, low-light and humid place. To compensate for these dim conditions, the plants have unique adaptations: large leaves (sometimes the size of an umbrella); bright flowers, which are often easily visible on the trunks of trees, to attract insects; and a strong, powerful aroma; The Forest Floor: the forest floor is dark and humid; it is home to many of the tropical rainforest's insects that live amongst the dense leaf litter and the tropical rainforest's apex predators, for example, jaguars; Deforestation: is when the tropical rainforest is felled and the area is permanently cleared for alternative use, for example, cattle ranching; Endangered: an endangered species is a species, which has been categorised as very likely to become extinct; Extinction: the extinction of a species of animal or plant is the death of all its remaining living members both in the wild and in captivity; Sustainable Development: use natural resources in ways that do not negatively impact on the environment and preserve the natural world for future generations and the overall health of our planet.

Composite – The Big Idea Tropical rainforests are frequently referred to as the 'Lungs of the Earth', due to their ability to absorb vast quantities of carbon dioxide (a 'Greenhouse gas') and produce significant quantities of oxygen into the Earth's atmosphere. Tropical rainforests help to stabilise the global climate. Furthermore, the world's tropical rainforests are havens of biodiversity and are the most complex of the world's biomes, home to a plethora of animals and plants that are interconnected in many complex environments.	**Components – Sequence of Learning** 1. Retrieval of previous learning and vocabulary lesson; 2. Locate the world's tropical rainforest biomes on a world map, indicate examples of countries where this biome is located; (Amazon Basin, Congo Basin, Indonesia are core areas); 3. Study the basic climatic and topographical features of what constitutes a tropical rainforest biome (high average temperature, high average annual precipitation; dense vegetation; high degree of biodiversity) (discuss the basics of tropical rainforest weather: the temperature rises in the morning as the Sun steadily rises in the sky heating the land, which heats the air, more and more water evaporates from the forest leading to heavy clouds and thunderstorms in the afternoon, in the evening the skies are clear – create pictograms); 4. Locate the Amazon Basin on a map of South America (label the countries that have control over the Amazon Basin); 5. Investigate the structure of the tropical rainforest biome and research the specific fauna and flora that inhabit the Amazon Basin (create imaginative guides to the rainforest animals, perhaps using the silhouette of a butterfly or making a coiled up snake; use a double-page to describe the four layers of the tropical rainforest (explanation text/non-chronological report); 6. Research the historical geography of the indigenous tribes that inhabit the tropical rainforest biome in the Amazon Basin; how do these people live sustainably from the tropical rainforest; 7. Investigate other human settlements and activities in the tropical rainforest biome; explain what deforestation is and its causes and consequences on the local, national, regional and global scales; 8. Research conservation and sustainable development projects in the Amazon Basin; what is being done to preserve the tropical rainforest biome for future generations; what will be the effects of the destruction of the tropical rainforest if we fail to stop its deforestation? 9. End of Unit Outcome: Presentation: Will the tropical rainforest biome of the Amazon Basin survive? LBQ.

Possible Online Resources	❖ Rainforests - What are the Threats to the Rainforests? | Young People's Trust For the Environment (ypte.org.uk) ❖ Learn about the Amazon rainforest | WWF ❖ Photos & Videos | WWF (worldwildlife.org) ❖ Indigenous Communities & Scientists Envision a Cleaner Amazon (nature.org) ❖ Brazil and the Amazon Forest - Greenpeace USA ❖ Protecting Biodiversity in the Amazon Rainforest | National Geographic Society

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Locate the world's countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities; Concentrate on environmental regions in South America; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere; 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; Physical geography, including: climate zones, biomes and vegetation belts, rivers;	Know where the tropical rainforest biome is located; Know where the Equator, Tropics of Cancer and Capricorn are located on a world map/globe; Know that the Earth is divided into two hemispheres: Northern and Southern; Know that many different indigenous tribes inhabit the tropical rainforest biome and that they have lived there for a very long time; Know that there is a diverse biodiversity within the tropical rainforest biome and that many species are	Know that there are many causes and consequences of deforestation in the Amazon Basin; Know about some of the unique flora and fauna that inhabit the Amazon Basin; Know about some of the indigenous people that inhabit the Amazon Basin; Know of some local examples of conservation efforts to promote sustainable development in the Amazon Basin.	Know the climate of a tropical rainforest biome; Know the physical structure of a tropical rainforest biome; Know the difference between the activities and settlements of indigenous people and other human populations within the Amazon Basin; Know about the interaction between environmental, physical and human geographical processes and their affects upon deforestation and conservation and	Identify and mark on a map the locations of the tropical rainforest biome; Identify and mark on a map the watershed of the Amazon Basin and the countries that control the Amazon Basin; Interpret climatic information to define the tropical rainforest biome; Draw pictograms to show the diurnal cycle of the weather in a tropical rainforest biome;

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Understand geographical similarities and differences through the study of human and physical geography of a region of South America.	endangered due to deforestation.		sustainable development.	Draw diagrams to show the physical structure of the tropical rainforest biome; Investigate and report on the causes and consequences of deforestation and conservation and sustainable development in the Amazon Basin.

Term:	Year 6 – Summer 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

National Parks of the United Kingdom (UK)

The aim of this unit is for pupils to:

- Understand what a National Park is and why they were created;
- Understand the spatial distribution of the UK's National Parks;
- Understand the different places, environments and human and physical processes of the National Parks, with reference to the Lake District and Pembrokeshire National Parks;
- Understand the interconnections between the National Parks and tourism;
- Understand how sustainability and tourism can help protect these environments and preserve them for future generations.

Throughout this unit, pupils will study National Parks in the UK. Building upon their local place knowledge of the seaside, studied in Year 2, initially pupils will examine an overview of all the National Parks in the UK, before focusing on the local and regional scales of the Lake District and Pembrokeshire National Parks. Pupils will compare and contrast these two National Parks, considering their place, space and diversity geographical variations. Furthermore, pupils will investigate the human process of tourism, weighing the positive and negative effects of this and how sustainable tourism can help to protect the environment, raise local cultural awareness and diversity, together with the interconnections with nation-wide strategies to conserve the natural environment. This unit is a precursor to pupils work in secondary school, where they will conduct comparative studies on National Parks and Areas of Outstanding Natural Beauty (AONB).

	End of Unit Outcome: Discussion: Is tourism beneficial for the UK's National Parks?

Prior Knowledge Requirements:	**Key Vocabulary for this Unit:**
❖ Know that the UK is made up of England, Wales, Scotland and Northern Ireland; ❖ Know that the UK is composed of a variety of different human and physical places, with unique geographical features, for example, the seaside is characterised by a varying coastline, with beaches or cliffs.	❖ National Park: an area of rural countryside protected by the state and law for the enjoyment of the general public or the preservation of biodiversity and locally and nationally important wildlife. ❖ Sustainable Tourism: tourism that use natural resources, without having a negative impact on the environment. Indeed, sustainable tourism is seen as a way to promote the environment, so that it thrives; ❖ Conservation: the legal protection, preservation and restoration of the environment to promote biodiversity, ecosystem and habitat growth; ❖ Physical Geographical Features: are environmental features including: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soils, valleys, vegetation, seasons, weather and volcanoes; ❖ Human Geographical Features: are environmental features that have been made by people including: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops. ❖ Reservoir: a large natural or man-made lake that is used as a source of water supply.

Composite – The Big Idea	**Components – Sequence of Learning**
National Parks have been established in the UK to conserve, preserve, restore and protect the most important natural and wild places. In addition, National Parks envelope our cultural heritage, with reference to agriculture; food production and rural	1. Retrieval of previous learning; 2. Vocabulary Lesson; 3. Define a National Park and why they were created (Sustainability; Cultural Awareness and Diversity)); 4.

ways of life; including foraging and fishing. The UK's National Parks, through tourism, promote people's immersion in the natural world, through exploration and other outdoor pursuits. Today, National Parks are developing more sustainable forms of tourism, which aim to protect and restore the environment for future generations.	4. Identify and label a map of the UK, illustrating where the National Parks are located (Space, Scale); 5. Investigate the Lake District National Park (Place, Physical and Human Processes, Environment, Cultural Awareness and Diversity); 6. Investigate Pembrokeshire National Park (Place, Physical and Human Processes, Environment, Cultural Awareness and Diversity); 7. Compare and contrast the two National Parks, examining both the human and physical processes across the different environments (Physical and Human Processes, Cultural Diversity); 8. Investigate the role of tourism in each National Park (Sustainability, Interconnection) 9. Discuss models of sustainability in each National Park, comparing and contrasting examples of initiatives used to promote sustainable and eco-tourism; nature conservation, preservation and restoration and increasing biodiversity (Sustainability); 10. End of Unit Outcome; 11. LBQ Question Set.
Possible Online Resources	❖ UK National Parks in 100 Seconds | National Geographic - YouTube ❖ Exploring the UK's National Parks | KS2 Geography | Year 5 and Year 6 - BBC Bitesize ❖ https://www.nationalparks.uk/uk-national-parks-teaching-resource/ ❖ For teachers : Lake District National Park ❖ Learning - Pembrokeshire Coast National Park

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
❖ Name and locate counties and cities of the United Kingdom, geographical regions and their	❖ Know the geography of the UK, including: countries, seas and	❖ Know the unique human and physical geography	❖ Investigate the role of tourism in the Lake District and	❖ Map location of the UK's National Parks

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; ❖ 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 within North or South America; ❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ❖ Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	location within Europe; ❖ Know that the UK has 15 National Parks and where they are located within the UK; ❖ Know the human and physical features of UK National Parks;	of the Lake District and Pembrokeshire National Parks; ❖ Describe the similarities and differences between the Lake District and Pembrokeshire National Parks.	Pembrokeshire National Parks; ❖ Investigate local projects that promote sustainability in the Lake District and Pembrokeshire National Parks.	❖ Map land use in local areas of the Lake District and Pembrokeshire National Parks; ❖ Use Ordnance Survey maps to plot six-figure grid references; ❖ Recognise the eight points of the compass.