Geography

Curriculum Overview

Masefield Primary School

Geography

Geography Careers

Cartographer, Climate scientist, Environmental manager, Geographer, Geographical information systems (GIS) officer, Geoscientist, Researcher, Risk analyst, Surveyor, Sustainability consultant, Teacher or lecturer, Urban planner, Computer programmer, International aid worker, Landscape architect, Market researcher, Tourism officer, Travel agent.

Year 6

- National Parks 
- Brazil: The Country of the Future! 
- Regional Study: South America 

Year 5

- Regional Study: The Amazon, a Tropical Rainforest Biome 
- North America: Earthquakes and the Desert Biome 
- Our Capital City: London 

Year 4

- Regional Study: China and the Grassland Biome 
- Regional Study: The City of Manchester 
- The Water Cycle: Aquatic Biomes and River Systems 

Year 3

- Exploring Maps 
- Cold Spaces: Polar, Taiga and Tundra 
- Regional Study: The Mediterranean 

Year 2

- Regional Study: Comparing Kenya and the United Kingdom 
- The World's Biomes 
- Our Blue Planet 

Year 1

- Our Community and Town: Little Lever and Bolton 
- The North West of England 
- Our Country: The United Kingdom 

Early Years

- Maps 
- Where Animals Live 
- Environment 
- Cold Places 
- Local Area 
- Our School 

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

– President Barack Obama

Geography National Curriculum in England

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.

Statement of 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.

Teaching and Learning in 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.

Key Concepts in Geography

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.

Fieldwork Progression

Fieldwork is an integral component of Geography. Fieldwork provides our pupils with the opportunity to experience different people and places other than those close to their home. Fieldwork provides all pupils with the opportunity to employ map skills they have learned and practiced within the classroom, using more complex maps and map working skills as they progress from EYFS to Year 6. Fieldwork allows our pupils first-hand experience to witness a variety of human physical geographical features with increasing complexity. All our pupils, through fieldwork, can use their geographical knowledge, skills and understanding to describe their observations.

Year Group	Unit	Knowledge
EYFS	My School	• *Walk around the school grounds;* • *Create a map of the school grounds, identifying the different buildings, areas of play and the forest school and outdoor classroom;* • *Identify and label favourite places to play or areas where different animals are located.*
Year 1	Our Community and Town – Little Lever & Bolton	• *Conduct a survey of how we get to school (display data using a pictogram)* • *Make a map of the route taken from Masefield Primary School 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 feature marker, by taking a photograph of it at key intersections along the route (time how long it takes to walk);*
	The Northwest of England	• *Conduct fieldwork documenting the key human and physical features of Southport. Children could take photographs or draw pictures of the things they can see;* • *Identify the specific human and physical features of the coastline.*
Year 2	Comparing Kenya and the United Kingdom (UK)	• *Identify key human and physical features of the United Kingdom and Kenya including the similarities and differences between the cities of Manchester and Nairobi;* • *Identify key mountain ranges and other physical features of the United Kingdom and Kenya, including the tropical rainforests of Kenya and Mount Kenya. Note differences in vegetation and coastal environments.*
Year 3	Exploring Maps	• *Use a map of Bolton City Centre to navigate a walking tour of Bolton, encompassing the key historical sites.*
Year 4	The Water Cycle – Aquatic Biomes and Rivers	• *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;*
Year 5	Our Capital City – London	• *Use a tourist map to navigate central London, identifying key landmarks;* • *Use a map of the London Underground to navigate longer distances across the capital city;* • *Identify human and physical features of London.*

Year 6	National Parks of the United Kingdom (UK)	• *Study a specific area of a national park, using a variety of maps including Ordnance Survey and Digimaps;* • *Use Four and Six-Figure Grid References to plot a walking route from one location to another;* • *Use Ordnance Survey maps to analyse the terrain (for example contour lines to show the gradient of slopes);* • *Visit the area of a National Park and conduct a survey of visitors identifying where they have come from and why they have visited the area;* • *Produce a map showing the locations and distances travelled of visitors to the area of the National Park.*

Knowing More and Remembering More in Geography

At Masefield, we recognise the importance of retrieval practice in making learning more efficient. Retrieval practice allows our teachers to identify and address gaps in knowledge and check for misunderstandings, whilst simultaneously allowing children to make and strengthen connections between their knowledge and providing firmer foundations for future learning. In Science, all teachers follow these agreed procedures to support the consolidation of prior learning and the incremental development of new learning:

The beginning of every unit

In order to assess prior knowledge, the teacher will present the children with the previous years' LbQ question set for that topic where applicable.

This low stakes quiz allows children the opportunity to recall and strengthen relevant prior knowledge which then can be built upon over the upcoming lessons. This also allows teachers the opportunity to identify and address any gaps in prior knowledge or misconceptions so that they can accurately adapt their teaching to ensure that children build a strong knowledge of the required content.

The beginning of every lesson

At the beginning of every lesson, the teacher will refer back to the previous lessons within the sequence of learning. This provides children the opportunity to recall prior knowledge and make connections between this and the new learning in the current lesson.

The end of each unit

At the end of each unit, the teacher will present the children with the LbQ question set for that unit. This is a low stakes quiz which will assess the children's knowledge of the required content in each unit.

This allows children yet another opportunity to recall and strengthen their learning from this unit. It also provides teachers with a clear picture of children's understanding, which will inform their summative assessments for the unit. This allows the teacher another opportunity to address gaps in knowledge or misconceptions.

Friday Flashbacks

Through Friday Flashbacks, the teacher will present the children with the LbQ question sets for all the units taught so far that year. These are low stakes quizzes will assess the children's knowledge of the required content in each unit.

This allows children multiple further opportunities to recall and strengthen their learning from previous units. It also provides teachers with a clear picture of children's understanding and how their knowledge and skills are developing incrementally. It allows them multiple further opportunities to address gaps in knowledge or misconceptions.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

Teachers	Lessons	Learning Opportunities
✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk	✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team	✓ Increase knowledge ✓ Develop basic skills ✓ Meet children's individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Connect to prior learning
- Review prior learning – 'Can we still'
- LBQ Knowledge Check
- Ask students to explain their learning
- Check student's responses
- Provide systematic feedback
- Learning objective/success criteria/hook

Introduce new learning
- Think aloud and model
- 'I, we, you'
- Give clear and detailed instruction
- Ask a large number of questions
- Provide active practice
- Provide models of worked problems

Apply and extend new learning
- Provide a high level of active practice
- Guide students as they practice
- Ask students to explain their learning
- Use more time to provide explanation
- Provide many examples
- Reteach as necessary
- Monitor students work
- Adaptive teaching in a responsive way, included providing targeted support

Feedback
- Ask a large number of questions and check understanding
- Ask students to explain their learning
- Check responses of all students
- Provide systematic feedback
- Use more time to provide explanations
- Reteach material as necessary

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

Adaptive Teaching

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.

Explicit Instruction

Adaptive practice:
Pre-teach or TA support during modelling.

Shared Instruction

Check:
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

Before the lesson…

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson…

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support…	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	

SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.

More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g – How……..Why……..What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g extend more able learners through open-ended questions when providing feedback.

Learning by Questions – Using EdTech to support Teaching and Learning

What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masefield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masefield over the last few years. All teachers and pupils have accounts that allow access to all resources.

What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

Using LbQ in Maths

- 3 tasks completed daily as morning maths - LBQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.

Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

Using LbQ in Foundation Subjects

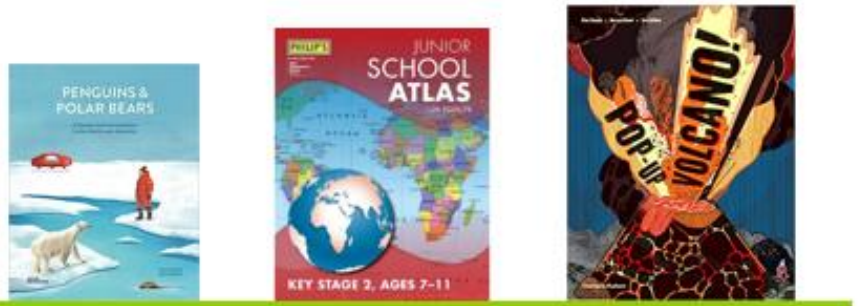
- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

Geography Literature Spine

To support the teaching of Geography here at Masefield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in Geography.

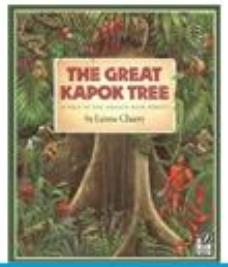
Year One

Year Two

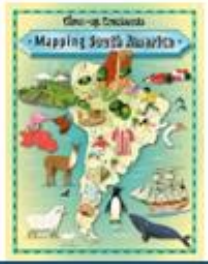


Year Three

Year Four



Year Five



Year Six

Long-term Overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	School	Autumn	Maps & Winter	Spring	Maps	Seaside
EYFS: Reception	Our School	Local Area	Cold Places	Environment	Where animals live	Maps
Year One		Little Lever and Bolton		The North West of England		Our Country – The UK
Year Two		Our Blue Planet		The World's Biomes		Comparing Kenya and the UK
Year Three		Exploring Maps		Cold Spaces		The Mediterranean
Year Four		Aquatic Biomes and River Systems		The City of Manchester		China and the Grassland Biome
Year Five		The Amazon, a Tropical Rainforest Biome		North America: Earthquakes and the Desert Biome		London
Year Six		South America		Brazil		National Parks of the United Kingdom

Geography Curriculum

EYFS – Understanding the World

3 and 4 Year Olds	• Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world • Use all their senses in hands-on exploration of natural materials. • Children should talk about the differences in countries through their experiences or what they have seen in photos.
Reception	• Begin to understand maps and what they show. • Begin to recognise some similarities and differences between life in this country and other countries. • Recognise some environments that are different to the one in which they live. • Know the names of everyday places that are important to them, e.g. school, home, local shops. • Draw information from a simple map. • Explore the immediate world around them
Early Learning Goals	• Know some similarities and differences between life in this country and life in other countries. • Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been learnt in class. • Understand some important processes and changes in the natural world around them, including the seasons. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

Nursery: Autumn 1: School

Curriculum Content

Understanding the World

- Make connections between the features of their family and other families
- 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 experiences or seen in photos

Substantive Knowledge

- Children know they go to nursery
- Children will learn the main features of nursery, toilets,
- outside area, carpet
- Children will learn that their nursery is next to a primary school called Masefield Primary School
- Children will be given lots of opportunities to explore their immediate surroundings and school

Prior Learning

Staff will assess children's prior knowledge and understanding before direct teaching to inform and adapt planning.

Future Learning

- 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

Key Vocabulary

Nursery
Home
Masefield
Toilets
Field
Playground

Reception: Autumn 2

Local Area

The Big Idea: I live in an area of Bolton called Little Lever. My school is also in Little Lever.

Prior Knowledge Requirements:

- Explore and respond to different natural phenomena in their setting and on trips
- Know the need to respect and care for the natural environment and all living things
- Talk about what they see using a wide vocabulary.

Future Learning:

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: Use of maps and World Atlas in KS1 and KS2.

Year 1: Local Study of Little Lever

Curriculum objectives:

Understanding the World

- Draw information from a simple map.
- Use all their senses in hands-on exploration of natural materials
- Talk about what they see using wider vocabulary
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos
- Know that some environments are different to the one in which they live
- Explore the natural world around them
- Know that some places are special to members of their community

Context for Study:

This is the second Geography unit in Reception. Children will learn about the basic features of the surrounding area and the area in which they live in preparation for the Year 1 unit our local community and town.

Vocabulary:

House
Bungalow
Detached
Semi-detached
Home
Different
Map

Developing a sense of place

Throughout the year pupils will study discrete geographical content through all the units in Reception.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as Chinese New Year but children are not expected to name or locate countries.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner children can revisit prior knowledge of the home whilst learning new information about their local area.

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary
- Retrieval of previous learning – where do I go to school?

Step 2

What is the name of my town?

- Talk to the children about the area of Bolton that they live in (Little Lever)
- Show the children photographs of local landmarks and ask them to identify them
- Name the local landmarks and find them on a simple map

Step 3

What are the local landmarks in Little Lever?

- Children to go on a walk of the local area – visiting local landmarks

Sequence of Learning

Step 4

Where is school on the map?

- Show the children the map from the previous lessons – identify landmarks in Little Lever
- Model drawing a simple map showing school, Tesco, library, park
- Children to draw a simple map of the local area

Step 5

What type of house do I live in?

- Talk to the children about different types of houses.
- Show the children photographs of terraced, semi-detached, detached houses and bungalows.
- Talk to the children about the features of different house types.

Step 6

Which types of houses can I see?

- Take the children on a local walk and identify different types of houses.
- Look at the features of these house types whilst in the local area.

Year One Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Our Community and Town: Little Lever and Bolton		The North West of England		Our Country – The United Kingdom
LBQ Assessment		Y1 Little Lever and Bolton LBQ Question Set		Y1 The North West of England LBQ Question Set		Y1 The United Kingdom LBQ Question Set

Year One

Year One – Summer 2

Our Country: The United Kingdom (UK)

The Big Idea:

The United Kingdom (UK) is composed of four countries: England, Northern Ireland, Scotland and Wales. Each country has its own unique identity and history, giving way to a variety of different places that are all special and unique. London is the capital city of England and the United Kingdom: it is a popular tourist destination, with many world famous landmarks for people to see!

Aims of the unit:

1. Know the countries of the UK and Great Britain (GB); GB is the world's eighth largest island;
2. Know the capital city, national symbol, flag and patron saint of each of the four countries that constitute the UK;
3. Know the seas and oceans, which border the UK;
4. Know that London is the capital city of England and the UK;
5. Know where London is located on a map of the UK;
6. Know and identify important landmarks in London and be able to explain, which are human and physical features;
7. Know the location of other major cities of the UK;
8. Know the location of physical features of the UK, including: mountain/hill ranges, lakes and rivers.
9. Know that there are four seasons and make simple observations about the weather in our local area.

Prior Knowledge Requirements:

- Know that they live in Little Lever, which is a village, near to Bolton, a town in England;
- Know what human and physical features are;
- Know what human and physical features there are in their local area of Little Lever.

National Curriculum objectives:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Context for Study:

This unit builds upon learning from Autumn 2 and Spring 2. In Autumn 2, pupils were introduced to the concepts of a village and town, through the lens of their local area: Little Lever. In Spring 2, pupils studied the Northwest region of England. In this unit, pupils focus their learning on the national scale, examining the difference between the UK and GB; locating key physical and human landmarks across the country. Pupils will learn about our capital city: London, as a precursor to more in-depth study of our capital city in Year 5. Pupils will learn about the local weather conditions, before understanding the climate of different places, as they journey through KS2.

Vocabulary:

Country: an area of land with its own laws, language, culture and religion;
Capital (city): the city where the government (the people in charge) is;
City: a very large settlement, usually having a big church called a cathedral;
Landmark: a special feature, either natural or built by humans, which is found a certain place;
Weather: the daily mix of temperature (hot or cold), wind and rain.

Concepts:

Space

Cultural Awareness and Diversity

Human and Physical Processes

Scale

Environment

Possible Online Resources

- Explore the UK - KS1 Geography - BBC Bitesize
- Unit: London in the United Kingdom (shared with History, EY transition unit) | KS1 Geography | Oak National Academy (thenational.academy)
- Unit: Villages, Towns and Cities | KS1 Geography | Oak National Academy (thenational.academy)
- Geography | KS1 | KS2 | The United Kingdom | BBC Teach (youtube.com)
- Go Jetters - UK places and landmarks - BBC Teach
- Let's explore England - BBC Bitesize
- United Kingdom (nationalgeographic.com)

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (including LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

What are the four countries of the United Kingdom (UK)?

- *Identify, locate and map the four countries of the UK, their capital cities and the seas and oceans, which border the UK (use map provided);*
- **Know that London, Cardiff, Edinburgh and Belfast are the capital cities of England, Wales, Scotland and Northern Ireland;**
- Know the seas and oceans, which border the UK;
- Know the difference between the UK and GB;
- Know that a city is the largest settlement, with many buildings and people. Cities usually have hospitals, sporting facilities, universities, retail spaces, offices, numerous houses and a very large church called a cathedral.

Space

Sequence of Learning

Step 3

What is national identity?

- *Make postcards to document the capital city, national symbol, flag and patron saint of each of the four countries of the UK;*
- **Know that each of the four nations of the UK have unique cultural identities, with unique histories.**

Cultural Awareness and Diversity

Step 4

What are the key human and physical features of London?

- *Research human and physical (River Thames) landmarks in London and create a pictorial map showing their locations (refer to list below of key human landmarks);*
- Know that a capital city is sometimes the largest city and it is the most important city in its particular country – it is where the leaders of the country work and make decisions;
- Know and identify key London human and physical features including: 'Big Ben' and the Houses of Parliament, Tower Bridge, the Tower of London, St Paul's Cathedral or Buckingham Palace and the River Thames;
- **Know that the current king is King Charles III. He is known as the monarch and is part of the Royal Family;**
- Know that London has 'tube trains' that run underground and that this transportation system is called the London Underground.

Human and Physical Processes

Step 5

What are the key human and physical features of the UK?

- *Map other major cities of the UK, together with physical features, including: mountain/hill ranges, lakes and rivers;*
- **Know and identify some other important cities in England: Manchester, Leeds, Liverpool, Birmingham and Newcastle.**

Scale

Sequence of Learning

Step 6

What are the four seasons like?

- *Identify and describe the four seasons of weather across the UK; discuss the four seasons and the differences between them; name and sequence the four seasons (explain that the four seasons describe the changes in temperature and day length that happen in the same order every year);*
- **Know what the four seasons are and some of the main weather conditions.**

Environment

Step 7

What is the weather like in Little Lever?

- *Set up a weather station and have a weatherman/woman record the weather at various intervals throughout the day;*
- **Use observation to identify weather types over a period of a week;**
- Keep a weather chart;
- Present weather information in a pictogram.

Environment

Step 8

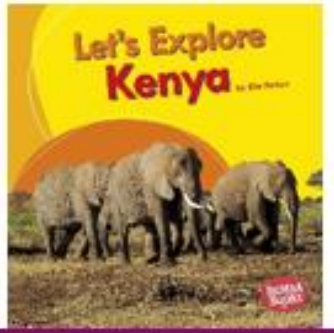
Assessment

- End of Unit Outcome - produce a poster advertising London and its amazing landmarks!
- LBQ Question Set

Human and Physical Processes

Year Two Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Our Blue Planet		The World's Biomes		Comparing Kenya and the United Kingdom
LBQ Assessment		Y2 Our Blue Planet LBQ Question Set		Y2 The World's Biomes LBQ Question Set		Y2 Comparing Kenya and the UK LBQ Question Set



Year Two

Year Two – Autumn 2

Our Blue Planet

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 'Our Blue Planet'. We call the land continents and the salt water oceans. The continents and oceans are the basic spaces that determine all physical geography across our world.

Aims of the unit:

1. Know that our planet is a sphere (ball-shaped);
2. Know that is made up of both land (rocks) and water;
3. Know that there are two types of water – fresh and salt;
4. Know that most of the planet is covered in salt water (71%);
5. Know that the land is called continents and the saltwater is called oceans;
6. Know the location of the seven continents;
7. Know the location of the five oceans;
8. Know how to use a map to locate both continents and oceans.

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;
- Know how to identify land and sea on a map or atlas.

National Curriculum objectives:

- 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 describe the location of features and routes on a map.

Context for Study:

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.

Vocabulary:

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);
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.

Concepts:

Space

Scale

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?

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

What does our 'Blue Planet' look like?

- *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;*
- **Know that the land and salt water are physical geographical features;**
- Use world maps, globes and atlases to identify and locate the land and salt water from a variety of different perspectives.

Scale

Sequence of Learning

Step 3

What is a continent?

- *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;*
- **Know that there are seven continents and identify them on maps: Europe, North and South America, Africa, Asia, Oceania and Antarctica;**
- Know that each continents is divided up into countries.

Space

Step 4

What is an ocean?

- *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;*
- **Know that there are five oceans and identify them on maps: Atlantic, Pacific, Indian, Southern and Arctic.**

Space

Sequence of Learning

Step 5

Where are the continents and oceans located?

- *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;*
- **Know that we live in England, which is in the UK, which is in the continent of Europe (despite the fact that we are an island);**
- Know simple compass points: North, South, East and West, to describe the position of the world's continents and oceans.

Space

Step 6

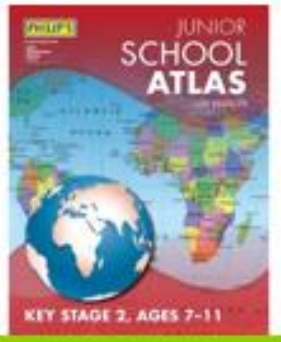
Assessment

- End of Unit Outcome - locate and label the continents and oceans on a world map.
- LBQ Question Set

Space

Year Three Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Exploring Maps		Cold Spaces		The Mediterranean
LBQ Assessment		Y3 Exploring Maps LBQ Question Set		Y3 Cold Spaces LBQ Question Set		Y3 The Mediterranean LBQ Question Set



Year Three

Year Three – Spring 2

Cold Spaces: Polar, Taiga and Tundra

The Big Idea:

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 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.

Aims of the unit:

- 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.

Prior Knowledge Requirements:

- 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.

National Curriculum objectives:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Context for Study:

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.

Vocabulary:

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).

Concepts:


Place


Scale


Human and Physical Processes


Environment


Sustainability

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)

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

Where is Russia?

- *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;*
- Know where the Equator, Tropics of Cancer and Capricorn and Arctic and Antarctic Circles are located and the consequent impact that this has on temperature;
- Know that the Arctic Ocean is located within the Arctic Circle;
- Know where Russia is on a world map and within Europe and Asia.


Scale


Place

Sequence of Learning

Step 3

What is Russia like?

- *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.*

Step 4

Where are the Taiga, Tundra and Polar Biomes located?

- *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;*
- 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;
- Know the location of the taiga, tundra and polar biomes on a world map;
- 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;
- Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winter lasts for about eight months. Know that the average temperature in the Arctic, ranges from about 12C in the summer to -34C in the winter;
- Most of the Arctic is covered by water and most of that water is frozen. There are: mountains, islands, fjords, icebergs and glaciers;
- 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.

Human and Physical Processes

Environment

Sequence of Learning

Step 5

What are the causes, consequences and impacts of global climate change?

- *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.*
- Understand that global climate change (global warming), is the 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.

Sustainability

Step 6

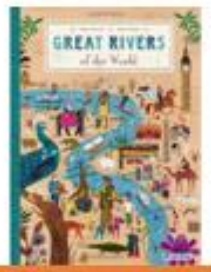
Assessment

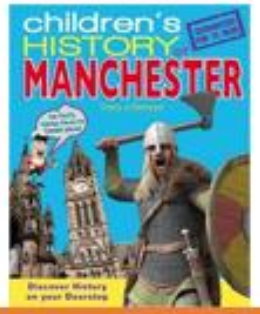
- End of Unit Outcome - choose one of the polar, taiga or tundra biomes and create a presentation documenting the key physical and human characteristics of the biome, including: climate, habitats, flora and fauna and the availability of natural resources and the impact of climate change for the indigenous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

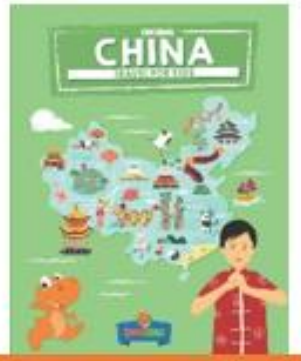
Human and Physical Processes

Year Four Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Aquatic Biomes and River Systems		The City of Manchester		China and the Grassland Biome
LBQ Assessment		Y4 Aquatic Biomes and River Systems LBQ Question Set		Y4 Manchester LBQ Question Set		Y4 China and the Grassland Biomes LBQ Question Set







Year Four

Year Four – Summer 2

Regional Study: China and the Grassland Biome

The Big Idea:

Called the 'Sleeping Giant' by Napoleon Bonaparte, The People's Republic of China is today, home to in excess of 1.4 billion people. The 'Red Dragon' is an economic superpower and an important cultural, political and military power across Asia. China is characterised by both ancient history and modern cityscapes. China is home to a variety of biomes. However, grasslands account for more than 40% of the country and are essential for food production and are habitats for a variety of unique animals and plants.

Aims of the unit:

1. Know where the continent of Asia is;
2. Know that there are 48 countries in Asia;
3. Know where China is located in Asia;
4. Know the key human and physical features of China;
5. Know what a grassland biome is and where these are located in China;
6. Know the challenges and impacts upon China's grassland biome;
7. Know China's wider role within the world, in particular its economic power through manufacturing and international trade.

Prior Knowledge Requirements:

- Know the continents and oceans on a world map (KS1);
- Know the difference between a continent and a country (KS1);
- Know what a biome is and how they vary across the globe (KS1);
- Know how to read, draw and label maps (KS1/KS2: Year 3).

National Curriculum objectives:

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Context for Study:

This unit focuses on the human and physical geography of China. In this unit, pupils will build upon their knowledge of biomes learned in Year 2, focusing upon the grassland biome. In this unit, pupils will examine the growth of China. Pupils will consider China's influence upon not only the continent of Asia, but also, the world generally. Pupils will study the significance of China at the local, national, regional and global scales, building upon their knowledge of human and physical features from across the curriculum.

Vocabulary:

Human features: the settlements, roads, factories, farms and other structures, which people have built in different parts of the world, including: a city, town, village, factory, farm, house, office, port, harbour or landmark (castles, monuments);
Physical features: are natural features in the environment, which make up a landscape including: a beach, cliff, coast, forest, hill mountain, sea, ocean, river, soil, valley, vegetation, weather, season or volcano;
Country: an area of land with its own laws, language, culture and religion;
The People's Republic of China: a country in Asia with the world's second largest economy and population and third largest land area;
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 living there. The Earth has several terrestrial (land) and two aquatic (water) biomes;
Grassland: an extensive area in which grasses are the main types of plant to be found;
Trade: the act of exchanging or buying and selling goods and services.
Manufacture: to make by machine or in large quantities;
Pollution: the fumes, noise and waste, created either by people or natural processes, that damage the environment.
Desertification: the transformation over time of non-desert land into desert land, through human interference or climate change.

Concepts:

Space

Place

Human and Physical Processes

Environment

Interconnection

Key

1 Beijing		6 Guangzhou	
2 Tianjin		7 Wuhan	
3 Chengdu		8 Shanghai	
4 Chongqing		9 Shenzhen	
5 Dongguan		10 Hong Kong	

Possible Online Resources

- KS2 Geography: A child-led tour of Shanghai in China - BBC Teach
- China Country Profile - National Geographic Kids
- KS2 Geography: A child-led tour of Chan'gou in the Yunnan Province of China - BBC Teach
- China today - RGS
- Made in China - RGS
- Northeast grassland - China | WWF (panda.org)
- China's Top 6 Spectacular Grasslands and Pastures (chinahighlights.com)
- Hulunbuir Grassland: The boundless green, the "Grass Kingdom" - CGTN
- China's Geography — Natural Beauty and Awesome Features (chinahighlights.com)
- Let's explore Shanghai in Asia - BBC Bitesize

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

Where is China located?

- *Locate the continent of Asia on a world map; locate the country of China on a map of Asia;*
- Know where Asia and China are located;
- Know that there are 48 countries across Asia.

Space

Sequence of Learning

Step 3

What is China like?

- *Identify on a map, together with some of the key human and physical features of China (Cities, Great Wall of China, principle rivers (Yangtze, Yellow, Mekong and Pearl), Gobi Desert, Tibetan Plateau, Easy China Sea, South China Sea or Himalayas for example);*
- Know where the key human and physical features are located.

Human and Physical Processes

Step 4

Where are China's grasslands located?

- *Identify and map China's grassland biomes;*
- Know the location of China's grassland biomes.

Place

Step 5

What are China's grasslands like?

- *Examine the human and physical features of the grassland biome, including the challenges it faces in China: overgrazing, overpopulation, mining, agriculture and pests and rodents and desertification due to climate change and the impact of re-engineering the course of rivers across Eastern China;*
- Know the human and physical features of China's grassland biome.

Human and Physical Processes

Environment

Sequence of Learning

Step 6

What is Beijing/Shanghai like in comparison to Manchester?

- *Compare and contrast life in a Chinese City, with life in Manchester? What are the similarities and differences?*
- Know that Beijing/Shanghai are cities like Manchester;
- Know that Beijing/Shanghai are substantially larger in size, in comparison to Manchester.
-

Interconnection

Step 7

What is China's impact across the globe?

- *Examine the role of China across the world;*
- Know that China has a large number of factories that manufacture large quantities of goods, which are sold across the world;
- Know that China is a very powerful country and has recently become involved in space exploration and the manufacture of weapons and military equipment;
- Know that China provides money to other countries to build railways and roads, using products made in China.

Interconnection

Step 8

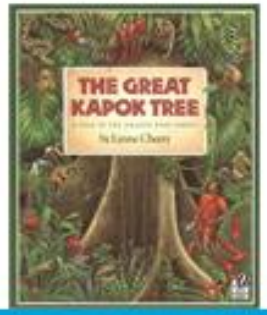
Assessment

- End of Unit Outcome - write a short non-chronological report documenting China's grassland biome.
- LBQ Question Set

Environment

Year Five Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		The Amazon: A Tropical Rainforest Biome		North America: Earthquakes and the Desert Biome		Our Capital City - London
LBQ Assessment		Y5 Rainforests LBQ Question Set		Y5 North America LBQ Question Set		Y5 London LBQ Question Set



Year Five

Year Five – Autumn 2

Regional Study: The Amazon, a Tropical Rainforest Biome

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.

Aims of the unit:

- 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.

Prior Knowledge Requirements:

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

National Curriculum objectives:

- 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;
- 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.

Context for Study:

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.

Vocabulary:

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 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.

Concepts:

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

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

Where are the world's tropical rainforest biomes located?

- *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);*
- Know that the Earth is divided into two hemispheres: Northern and Southern;
- Know where the Equator, Tropics of Cancer and Capricorn are located on a world map/globe;
- Know where the tropical rainforest biome is located.

Sequence of Learning

Step 3

What is the tropical rainforest biome like?

- *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;*
- Know the climate of a tropical rainforest biome;
- Know the diurnal cycle of the weather in a tropical rainforest biome;

Environment

Step 4

Where is the Amazon Basin located?

- *Locate the Amazon Basin on a map of South America (label the countries that have control over the Amazon Basin);*
- Know where the watershed of the Amazon Basin is located on a map;
-

Place

Scale

Step 5

What is the structure of the Amazon tropical rainforest?

- *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);*
- Know the physical structure of the tropical rainforest biome;
- Know about some of the unique flora and fauna that inhabit the Amazon Basin;
- Know that there is a diverse biodiversity within the tropical rainforest biome and that many species are endangered due to deforestation

Environment

Sequence of Learning

Step 6

How do indigenous tribes live sustainably in the Amazon tropical rainforest?

- *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;*
- Know about some of the indigenous people that inhabit the Amazon Basin;
- Know that many different indigenous tribes inhabit the tropical rainforest biome and that they have lived there for a very long time;
- Know the
- Know of some local examples of conservation efforts to promote sustainable development in the Amazon Basin.

Step 7

What are the impacts of human activities on the Amazon tropical rainforest?

- *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;*
- Know that there are many causes and consequences of deforestation in the Amazon Basin;
- 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, human and physical geographical processes and their affects upon deforestation and conservation and sustainable development.

Cultural Awareness and Diversity

Sustainability

Scale

Human and Physical Processes

Environment

Sequence of Learning

Step 8

What does Sustainable Development in the Amazon Basin look like?

- *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?*

Sustainability

Step 9

Assessment

- End of Unit Outcome - Presentation: Will the tropical rainforest biome of the Amazon Basin survive?
- LBQ Question Set

Sustainability

Year Six Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		South America		Brazil		National Parks of the United Kingdom
LBQ Assessment		Y6 South America LBQ Question Set		Y6 Brazil LBQ Question Set		Y6 National Parks LBQ Question Set

Year Six

Year Six – Spring 2

Brazil: the Country of the Future!

The Big Idea:

Brazil has been described as the country of the future! Brazil is the most powerful country in South America; a rising economic power and one of the world's largest democracies. Brazil has a diverse cultural heritage and a vividly colourful society. However, Brazil also faces a number of challenges, including: the impacts of deforestation and global climate change; the criminal exploitation of its resources and external pressure from the global community to put the needs of their precious environments first and foremost.

Aims of the unit:

1. Know that Brazil is a microcosm of South America;
2. Know that Brazil is characterised by a variety of human and physical geographical features;
3. Know that Brazil is growing rapidly;
4. Know that rural-urban migration and the rapid growth of cities is putting infrastructure under pressure, through the expansion of unregulated 'favelas'.

Prior Knowledge Requirements:

- Know that South America is a continent;
- Know that South America is joined to North America by a narrow strip of land;
- Know that South America is home to the Amazon Basin and that it is a tropical rainforest biome;
- Know that different countries have different resources and that countries trade internationally to buy and sell those different resources;
- Know that South America is characterised by a diversity of human and physical features and unique environments that are rich in resources.

National Curriculum objectives:

- Locate the world countries, using maps to focus on South America;
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- Know countries and major cities in South America.

Context for Study:

This unit focuses on Brazil, exploring the human and physical processes that have catapulted this country onto the world stage. Pupils will study the city of Rio de Janeiro, examining both the spatial pattern of settlements across the city and the underlying causes of rural-urban migration and the consequent urbanisation across Brazil. Pupils will identify some of the key cities, landmarks, physical features and regional identities of Brazil. While Brazil is famous for its tropical rainforest biome; it is, in addition, home to dry grasslands (called Pampas), rugged hills, pine forests, sprawling wetlands, immense highland plateaus and an extensive coastal plain.

Vocabulary:

Brazil: a country in South America;
Favela: a Brazilian unregulated urban space usually found on the outskirts or perimeter of a city;
Street Children: children ON the streets, work on the streets and return to their favela at night and children OF the streets are homeless and are in general involved in some sort of criminal activity;
Push Factors: events or situations in a person's life, which cause them to migrate from where they live now (most commonly, though not exclusively, from rural areas);
Pull Factors: events or situations in a person's life, which make another place seem more attractive to live in;
Rural: areas of the country that are characterised by physical environments, including agriculture;
Urban: areas of the country that are characterised by human environments, including cities;
Carnival: The Carnival of Brazil is an annual festival held the Friday afternoon before Ash Wednesday, which marks the beginning of Lent, the forty-day period of preparation before Easter. During Lent, Roman Catholics and some other Christians traditionally abstain from the consumption of meat and poultry, hence the term 'Carnival,' from the Latin 'Carnelevare;' to remove meat.

Concepts:


Place


Space


Scale


Human and Physical Processes


Cultural Awareness and Diversity


Interconnection


Sustainability

Possible Online Resources

- The City Within: Life in Rio's favelas - in 360 – YouTube
- What is a Favela? [ANIMATION] – YouTube
- (2) Inside Rio's favelas, the city's neglected neighborhoods - YouTube
- What is life like in a Brazilian favela? - BBC Newsround
- Rio de Janeiro favela life described by children - BBC News

Sequence of Learning

Step 1

Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step 2

Where is Brazil located? What are the regions of Brazil?

- Know where Brazil is located in South America;
- Know the regions of Brazil.


Space


Scale

Sequence of Learning

Step 3

What are the key physical features of Brazil? Where are these physical features located?

- Know the location of the physical features of Brazil;
- Know how to produce a climate graph of a Brazilian city;

Space

Human and Physical Processes

Step 4

What are the push and pull factors driving rural-urban migration in Brazil?

- Know that the population of cities is increasing and that this is being driven by rural-urban migration;
- Know what the push factors are, which drive people out of rural areas;
- Know what the pull factors are, which attract people into urban areas.

Interconnection

Human and Physical Processes

Step 5

What is the city of Rio de Janeiro like?

- Know that Rio is a divided city;
- Know the key areas and locations of key landmarks across the city of Rio de Janeiro;
- Know that Rio is a world famous destination;
- Know that Rio recently hosted the Olympic Games.

Place

Cultural Awareness and Diversity

Sequence of Learning

Step 6

What is it like to live in a favela or Barra da Tijuca?

- Know what a favela is;
- Know how favelas originated and how they have grown around the perimeter of Brazil's key cities;
- Know what life is like in a favela;
- Know that life in a favela has both positive and negative consequences;
- Know how to compare and contrast life in a favela, with life in Barra Da Tijuca;
- Know that life in Barra Da Tijuca has both positive and negative consequences.

Place

Cultural Awareness and Diversity

Step 7

What is Brazilian culture like?

- Know the historical geography of Carnival;
- Know why come from around the world to celebrate Carnival;
- Know why Carnival is important to the people of Rio de Janeiro.

Cultural Awareness and Diversity

Step 8

Assessment

- End of Unit Outcome – Presentation: will Brazil continue to be the most important country in South America?
- LBQ Question Set

Sustainability

Progression in Mapwork

KEY STAGE ONE					
Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
I can find information on aerial photographs. I know that maps give information about the world (where and what?). I can follow a route on a prepared map. I can recognise simple features on maps such as buildings, roads and fields. I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can begin explaining why places are where they are.	I am beginning to use directional vocabulary. I can say which direction N, S, E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.	I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps. I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key.	I can look down on objects and make a plan for example, on desk, high window to playground. I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.	I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route. I can highlight areas. I can add an image to a map.
Work confidently with: • Large scale street maps and large scale • Ordnance Survey maps (1:1250. 1:2500)			Suggested Digimap for Schools Activities • Letter to our school		

• Aerial photographs • Games with maps and globes. Have experience of: • a range of different maps for example, tourist brochure, paper maps, storybook maps, • Ordnance Survey digital maps at different scales, • globes and atlases. Introduce: • simple grids, • four cardinal points, • basic digital mapping tools, • zoom function of digital maps. Context: • focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds. • global scale – world maps, globes and through story.	• Where do I live? • How can we get to Grandma's safely? • What's the quickest way to school? • My geography glasses • Who goes to school by boat? • Where does our milk come from? • Where do I go in a week? • Capital Stops • My Dream Island • The Magic Telescope

LOWER KEY STAGE 2					
Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale. I recognise that contours show height and slope.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use maps and aerial views to help me talk about for example, views from high places. I can make a simple scale plan of room with whole numbers for example, *1 sq.cm = 1 square tile on the floor moving onto 1cm2 = 1m2.* I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors	I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function. I can use the grid reference tool to record a location. I can highlight areas within a given radius. I can add photographs to specific locations.

				(using paces or tape).	
Work confidently with: • Large scale street maps and large-scale Ordnance Survey maps (1:1250, 1:2500), • aerial photographs, • oblique and bird's eye views, • games with maps and globes, • Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, • 4-figure coordinates. Have experience of: • a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, • 6-figure coordinates. Introduce: • what 6-figure Grid References mean, • 8 cardinal points, • greater independence in using digital mapping tools. Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.			Suggested Digimap for Schools Activities • Treasure Hunt • Picture Detectives • Artful Maps • Patterns of land use • Flying High: White –Tailed Eagles • Teifi Travels • A Taste of Scotland • Landscape Fingerprints		

UPPER KEY STAGE TWO

Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.	I can use 4 and 6-figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.	I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.	I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.

Work confidently with:
Large scale street maps and large-scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps

Suggested Digimap for Schools Activities

- Fantasy Maps
- Weather Warning!

1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6 figure Grid References mean and how to calculate them. Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.	• Coastal Mysteries • Landscape Poetry • Lighthouse for Sale • My Top Tourism Trail • It's a Rubbish Footprint! • Extreme GB • Map Detectives • Emergency Rescue!

See also:

- Mapping our Globe http://www.geography.org.uk/resources/mappingourglobe/#top
- Think pieces and Resources Making Maps http://www.geography.org.uk/gtip/thinkpieces/makingmaps/#786