St Just Primary School
Curriculum Map
GEOGRAPHY

What does it look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring – children investigate and experience things, and 'have a go'; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

Please see separate EYFS documents for further information on how our curriculum meets the needs of the children in the Tater Du cohort.

Understanding the World – Educational Programme *(Statutory)*

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters

3-4 years

- Use all their senses in hands-on exploration of natural materials.
- 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 work and talk about the differences they have experienced or seen in photos.
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Reception

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG – People, Culture and Communities

To only be assessed against at the end of the Summer Term, using a 'Best Fit' judgement.

- 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 (when appropriate) maps.

ELG- The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

Vocabulary Coverage

town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Who am I?** **Understanding the World:** **People, Cultures and Communities:** What kind of house do I live in? Who is in my family?	**What do I celebrate?** **Understanding the World:** **People, Cultures and Communities:** Celebrations around the world. The importance of 'light' in celebrations around the world.	**Awesome Animals** **Understanding the world:** Introduction to maps: What is a map? What do we use maps for? What do maps tell us?	**Come Outside:** **Understanding the World** **The Natural World:** Plants What can I see from my window? An introduction to weather – Rainfall Art.	**What's in Your Bag?/ People who help us.** **Understanding the World:** A walk in the local area. Following a simple map. Understanding landmarks and places that are special within our community. **RE** – Places that are special to me.	**A Seaside Adventure** **Understanding the World** Looking at pictures of the beach – past and present. Making comparisons. Which beach is your favourite – why? Locating local beaches on the map. Mapping – Creating our own treasure maps.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 1 Geography Objectives

Location Knowledge

1 name and locate the world's seven continents and five oceans

2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

3 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country

Human and physical geography

4 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

5 use basic geographical vocabulary to refer to:

5.1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

5.2 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

6 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

7 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

8 use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key

9 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography Year 1 POS Objective Tracker												
Year 1 Themes		Key Stage One Objective										
		1	2	3	4	5	5.1	5.2	6	7	8	9
Term	Big Enquiry Question											
1	Settlements - St Just What is it like where I live?					✓						✓
2	Polar regions Where is the Arctic and how does it compare to St Just?	✓		✓		✓			✓		✓	✓
3												

Content		
YEAR 1		
Autumn	**Spring**	**Summer**
St Just – Human and Physical Geography	Polar regions – Locational and place knowledge	
Overarching Enquiry Question		
What is it like where I live?	Where is the Arctic and how does it compare to St Just?	
Prior Learning		
Children build on the rich experience facilitated in the EYFS, drawing information from maps, recognising similarities and differences between the UK and other countries and opportunities to explore the natural world.	Children build on the rich experience facilitated in the EYFS, drawing information from maps, recognising similarities and differences between the UK and other countries and opportunities to explore the natural world.	
Intent		
The children will develop their locational knowledge and understanding of basic human and physical features studied in Reception. This enquiry is the first step in children understanding the environment around them. Ultimately, this unit is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the phy sical environment.	To explore atlases and maps and use them for gathering information. To begin to devise maps of familiar places. To name and locate the seven continents. To know that the Arctic circle is the northern most part of the world and make comparisons between \St Just and the Arctic.	
Core Knowledge		
<u>Settlements</u> Know that settlements are places where people live and sometimes work. Know that there are different types of settlement, depending onhow many people live and work there. Know that a **hamlet** is a very small settlement with just a few houses. Know that a **village** is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall. Know that a **town** is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shoppingcentre. Know that a **city** is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. <u>Location of St Just</u> Understand that the settlement they live in is called **St Just**. Know that St Just is a small town. Know that as a town, St Just is bigger than a village, but smaller than a large town / city.Know that ST Just is near the large town of Penzance. Know that St Just is in **Cornwall, England**. Understand that England is a **country** and there are many countries around the world. <u>Human and Physical Features in the Local Area</u> 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.**Know that school is a human feature, as it has been made by people. Understand that parts of our local area vary, depending on the human and	Know what an Atlas is Know what a map is. Know what the UK looks like on a map and be able to locate it. Know what that the Arctic circle is in the northern most part of the world. Know the names of the seven continents. Know where the seven continents are on a map.	.

physical features present.Identify some human and physical features in the local area: Bosorne Road - school, road, houses, street lights, railings, trees St Just Park - grass, trees, flowers, swings, footpaths Know that within St Just there are both human and physical features. Know that some human features within St Just are: **houses, shops, roads, public houses, cafes and schools.** Understand that some physical features within St Just are: **fields, carns (hills), coastline and countryside.** <u>Rural and Urban</u> Know that areas where few people live are called **rural** areas. Know that hamlets and villages are in rural areas		
Sequencing		
1) What is a settlement and how they differ? 2) Where is St Just? 3) what are physical and human features? 4) What are the physical ad human features of St Just? 5)	1) What is an atlas and how does it tell us about the Arctic? 2) What are the seven continents? 3) What are some of the key features of St Just and how can we record them as geographers? 4) What is it like in the Arctic? 5) Why is it colder near the poles and hotter near the equator? 6) What is a biome? 7) What are the similarities and differences between St Just and the Arctic?	.
Vocabulary		
Hamlet, village, small / large town, city, settlement, human / physical features, houses, shops, roads, footpaths, buildings, fields, countryside, rural, urban, countryside, coastline, St Just, Cornwall, England, county, country	Atlas, map, United Kingdom (UK), Arctic, continent, Europe, North America, South America, Asia, Africa, Australia (Oceania), Antarctica, country, Arctic circle, biome, equator, north pole, south pole	.
Composite Task		
Discussion about the location of St Just and the human and physical features of St Just. Children draw a picture representing St. just and label human and physical features.	Answer big enquiry question by locating the Arctic and discussing the similarities and differences.	

Key Stage 1 Geography Objectives

Location Knowledge

1 name and locate the world's seven continents and five oceans

2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

3 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country

Human and physical geography

4 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

5 use basic geographical vocabulary to refer to:

5.1 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

5.2 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

6 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

7 use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

8 use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key

9 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography Year 2 POS Objective Tracker												
Year 2 Themes		Key Stage One Objective										
		1	2	3	4	5	5.1	5.2	6	7	8	9
Term	Big Enquiry Question											
1	United Kingdom and Seas Where in the world is St Just?	✓	✓			✓			✓		✓	✓
2	Seasons and weather patterns How is the weather affected by the seasons?				✓	✓						
3	Australia How does Australia compare to the UK and St Just?			✓		✓	✓	✓		✓		✓

Content		
YEAR 2		
Autumn 1	**Spring**	**Summer 2**
United Kingdom and Seas	Seasons and Weather Patterns	Australia
Overarching Enquiry Question		
United Kingdom and Seas Where in the world is St Just?	Seasons and weather patterns How is the weather affected by the seasons?	Australia How does Australia compare to the UK?
Prior Learning		
This unit builds upon the knowledge of their local area Year 1 and progresses to look at countries in the UK and their capital cities. It gives the opportunity for pupils to see human and physical features in a different context and revise them from Year 1.	Pupils will build on their knowledge of exploring atlases and maps and use them for gathering information. They would have begun to devise maps of familiar places, to name and locate the seven continents and to know that the Arctic circle is the northern most part of the world and make comparisons between \St Just and the Arctic.	Pupils will build on their knowledge of oceans and continents and deepen their understanding by focussing on a specific area outside of Europe. Pupils will review human and physical features and use their knowledge to compare two locations. Pupils will gain knowledge vital to their learning in KS2.
Intent		
Oceans and Seas: Know that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean. Know that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Settlement:** Know that a settlement is where people have come to live and have built their homes. Know that settlements are often located near to natural resources. Know that settlements can have different functions.	**Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. Identify seasonal and daily weather patterns in the UK Identify hot & cold areas of the world Identify seasonal and daily weather patterns Locate the Equator, the North and South Poles	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Continents:** Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America,Africa, Asia, Oceania and Antarctica. **Oceans and Seas:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop **Population:** Understand that the population is the people or animals that live in a particular area.
Core Knowledge		
Know that we live in England, which is a country in the **UK**. Know that 4 countries make up the UK. Know and locate the countries in the UK: **England, Wales, Scotland** and **Northern Ireland.** Know that UK stands for '**The United Kingdom of Great Britain and Northern Ireland'**, usually this is shortened to '**The United Kingdom**'. Know that **Great Britain** is the name for England, Wales and Scotland.	**Know what an atlas is** Know that climate and weather are different Know the seasonal and daily weather patterns in the United Kingdom Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Know that some animals live in the arctic and others in the Antarctic Know that we can describe countries as having a tropical, temperate or	Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia)** and **Antarctica.** Know that a **continent** is a large area of land that contains different countries. Know and locate the five oceans: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean** and **Arctic Ocean.**

Know that Northern Ireland is part of an island to the west of the UK.
Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK.
Know that people from England are known as **English**, people from Scotland are known as **Scottish**, people from Wales are known as **Welsh** and people from Ireland are known as **Irish**.
Know that each of the countries in the UK have their own capital city.
Know that a **city** is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.
Know that the **government** of each country is based in its capital city.
Know capital cities in the UK and locate these cities on a map of the UK: **London, Cardiff, Edinburgh and Belfast.**
Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea** and **The Atlantic Ocean.** Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. Locate these bodies of water on a map.
Know that **body of water** is a term used to refer to large areas of water e.g., lakes, seas, oceans.Know that the English Channel separate the UK and France, which is another country in **Europe**.
Know that The English Channel is narrow and at its narrowest point it is only 21 miles wide.
Know that to travel to France people can catch a **ferry** which is a type of boat, or travel under the English Channel through the Channel Tunnel.Know that people can travel in a car or on a train through the Channel Tunnel.
Know that people swim The English Channel.
Know that the National Anthem for the UK is 'God Save The King'.
Know that most countries have a national anthem and this is a special song which is linked to the history of the country.
Know the words to the first verse of the song.
Know that the **Union Jack** is the national flag of the United Kingdom.

Know that this combines aspects of three older national flags: the red cross of St George for the Kingdom of England, the white saltire (diagonal cross) ofSt Andrew for Scotland, and the red saltire (diagonal cross) of St Patrick to represent Ireland.

St George's Cross (England)

St Andrew's Flag (Scotland)

St Patrick's Cross (Ireland)
Know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a **union**

polar climate

Know where the **Equato**r is located and the impact this has on temperature. Know that it is an imaginary line drawn around the world.
Know that countries near the equator are warmer than those further away from the equator.
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 theequator.
Know the compass directions: **North, South, East, West.**
Understand directional language: **near, far, left, right, forward, backward.**
Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south fromEurope.

Australia

Know that **Australia** is the largest country in the continent of Oceania.
Identify Australia on a map of Oceania and a map of the world.
Know that Australia's **coastline is the sixth longest** and boarders the Indian, Southern and Pacific Oceans.
Know that **Canberra** is the capital city of Australia.
Know that the official language of Australia is **English** and Australia is a former part of the British Empire.
Know that the main religion of Australia is: **Christianity.**
Identify the Australian flag:

Know that Sydney is a famous city in Australia. Locate Sydney on a map of Australia.
Know that lots of people visit Sydney, as it is a **tourist** destination.
Know that Sydney is located on the east coast of Australia.
Know key features of Sydney:

Physical geography		
	Australia	South West England
Biome	Six different biomes: Desert. Grassland. Savannah. Temperate forest. Rainforest. Mediterranean forest.	Temperate deciduous forest
Climate	Driest of all inhabited continents, with considerable rainfall and temperature variability both across the country and from year to year.	The UK's climate is maritime, moist and temperate, with a moderate annual temperature range
Coast	Australia has the sixth longest coastline in the world, at 37,118 mi.	The coastline of the UK, including islands, is 19491 mi.
Mountain	Highest mountains are	No mountain ranges

	the Snowy Mountains region in New South Wales and the Victorian Alps which are part of the Great Dividing Range separating the central lowlands from the eastern highlands	
Rivers	The longest river is the Murray river (2508km)	The river Severn (354km)
Human geography		
Settlements	Most big cities located on the eastern coast (exception Perth)	
City	Melbourne is the largest city (5 million)	Bristol largest city population: 430,000
Population	25.7 million	5.6 million
Buildings		There are lots of buildings all over the North West of England.People live in houses, which are usually made of brick.
Roads		There are many roads and motorways which connect the cities, towns and villages in the South West of England

Comparisons of Maps

Understand the differences the maps show of Australia and the South West of England.Compare the differences between: Roads, Settlements and Green Space.

Understand that a map shows you what an area looks like from an **aerial view**. (Sometimes known as a bird's eye view)

Understand that aerial means 'from above' and when we look at something from above, we call this an 'aerial view'. Aerial comes from the Latin word 'aerius' which means 'high in the air'.

Sequencing

1) What are the countries that make up the United Kingdom and what do their flags look like?
2) What are the seas that surround the United Kingdom?
3) What are the United Kingdom's capital cities?

1) What is the difference between weather and climate? (cross curricular with Science)
2) To identify cloud formations and describe their respective Shape *What type of clouds do they see today?* Encourage use of correct names for the more common cloud types (cirrus, stratus, cumulus etc) *How much of the sky do they cover? Are they high or low in the sky? Were the clouds the same yesterday? Are they moving? Do clouds change at different times of the year?*
3) To explain where in the world I should go for hot/cold weather? *What makes a hot/ cold country? How does this compare to the UK?*
4) To understand what causes seasonal changes. *Why is the globe not upright? What is this lines? - the Equator What does this mean for these countries around the equator?*
5) To locate and identify the North and South Poles. What animals, if any, do you find at the poles? Is it one land mass, etc?

1) Where is Australia and what are its key cities?
2) Where Australia is located and what are some of its key human and physical features?
3)How do I get from UK to Australia?
4)What are the human and physical features of the UK?
5) How are the UK and Australia similar and different?

Vocabulary

United Kingdom, Great Britain, England, English, Scotland, Scottish, Wales, Welsh, Northern Ireland, Irish, Union, country, capital city, London, Cardiff, Edinburgh, Belfast	seasons, weather, climate, equator, tropical, temperate, polar, hot, cold	Europe, North America, South America, Asia, Africa, Antarctica, Australia (Oceania), Atlantic, Pacific, Arctic, Indian, Southern, north, east, south, west, near, far, left, right, forward, backward, New Zealand. Fiji, Papa New Guinea, Samoa, Tonga, Solomon Islands.
Composite Task		
Identify the countries, capital cities and surrounding seas and oceans of the UK on a map	Create a report book on the weather over the term. Map out tropical, temperate and polar regions in the world. Map out animals found in polar regions Locate countries specific to different climatic regions	Write a postcard home to a friend from Australia.

KS2 Geography objectives

Location knowledge

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

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

3, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

4. 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

Human & physical Geography

5. describe and understand key aspects of:

5.1 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

5.2 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

Geographical skills and fieldwork

6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

7. 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

8. use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Year 3 POS Objective Tracker											
Year 3Themes		1	2	3	4	5	5.1	5.2	6	7	8
Term	Big Enquiry Question										
1	Maps								✓	✓	
2	Natural Disasters				✓		✓				
3	Rivers and Oceans What do we know about the rivers, seas and oceans of the world?						✓				

Content

YEAR 3

Autumn 1	Spring	Summer 2
Maps	Natural Disasters	Rivers and Oceans

Overarching Enquiry Question

.		What do we know about the rivers, seas and oceans of the world?

Prior Learning

This unit builds on the basic introduction to reading maps, pupils have in Year 1. This unit is instrumental in giving pupils the skills they will require to access the geography curriculum across KS2. Pupils will be expected to read maps and atlases more independently as they progress and this unit will givethem the knowledge to do that.	In this unit, pupils will learn the structure of the earth and tectonic plate movements. They will begin to understand what a volcano is and study the causes ofvolcanoes and the positive and negative impacts that they have on the environment. This will be vital in preparationfor Year 6 where pupils will study the Galapagos Islands, which were formed by volcanoes. In this unit, pupils will also study how earthquakes and tsunamis are formed. They will look at the impact of these and other natural disasters on the environment	This unit reviews knowledge learnt in KS1 about coasts and oceans, giving pupils time to consolidate this knowledge. This unit introduces vocabulary specific to rivers. Pupils will learn about the longest rivers in the UK and in the World along with giving them a wider perspective of continents inthe world

Intent

Terrain: Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory,farm, house, office, port, harbour and shop.	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. Volcanoes: Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Understand that volcanic eruptions can have both positive and negative implications. Understand that volcanic eruptions can impact on the physical geography of an environment. Fertile: Understand that land or soil that is fertile is able to support the growth of a large number of strong healthy plants. Understand that plants and animals thrive in areas with fertile soil.Understand that fertile soil can be the result of volcanoes and rivers.	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Continents:** Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America,Africa, Asia, Oceania and Antarctica. **Oceans and Seas:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features.

Core Knowledge

<u>Maps</u> Understand that from space, the Earth looks like a sphere, or ball, containing land and water.Know that a globe is a model of the Earth and shows what it looks like from space. Know that globes show how the land is divided into different countries - around 200 of them.Know that the countries on our planet are located in seven different continents. Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia)** and **Antarctica.** Know that maps are useful tools to help people find their way to and from somewhere. Know that they are much easier to carry than a globe and much more detail can be added to them. Know that maps can show the whole world, a single country or even a single town or village. Know that maps of different countries can be put together in a book called an **atlas** or they can be on a single sheet of paper.Know that maps can be on paper or on a mobile phone, tablet or computer. Know that in the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs,which are photographs taken from space by satellites and joined together to make very detailed images. Know that some maps are so detailed that you can zoom in and see a birds-eye view of	<u>The Structure of the Earth</u> Know the **structure** of the Earth - **crust**, **mantle**, **outer core** and **inner core**.Know that the crust is a layer of rock around the Earth. Know that the mantle forms about half of the Earth Know that the **upper mantle** is hard but there is **magma** (liquid rock) beneath.Know that the core is mostly made of **iron**. Know that temperatures at the core can reach 5500^{O}C <u>Tectonic Plates</u> Know that the earth's **crust** is made up of different pieces, called **tectonic plates**. Know that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move. Know that the edges of plates, where two plates meet, are called **fault lines** or faults. Know that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes.	<u>Oceans and Coasts</u> Identify the five oceans: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean** and **Arctic Ocean.** Know that the Pacific Ocean is the largest body of water, covering ⅓ of the world's surface. Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea** and **The Atlantic Ocean.** Locate these bodies of water on a map. Know that where the ocean or sea meets land, is called the **coast.** Know key vocabulary, be able to identify by pictures and label on a diagram: Know that a **sea** is smaller than an ocean. Know that a **cliff** is a steep, rocky slope that overlooks the sea. Know that a **cave** is a hollow in a cliff, caused by a crack in the cliff being widened by waves.Know that a **beach** is an area of sand or pebbles along a coast. Know that a **bay** is a wide, curved area of a sea or lake next to land. <u>Rivers</u> Understand that a river is a large natural stream of water flowing in a channel to

where you live.Know that a **bird's eye view** is an area, as it looks from above.
Know that a map is a two-dimensional drawing of an area.
Know that maps can show the countryside, a town, a country or even the whole world.
Understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills.
Know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere.

Reading Maps

***Compass Points*:**
Know that the top of most maps is north and a **compass** can be used to find which direction north is. Know the 8 points of a compass - **North, North East, East, South East, South, South West, West, North West.**
Know that on a compass the needle always points north, so when that is lined up with the map it is easy to see in which direction things are.

Scales:
Understand that maps are not drawn to the same size as the ground because they would be far too big, instead they are drawn to a smaller **scale.** Understand that the scale on a map is a set of numbers that can be used to compare distances and can be written, for example, as 1:25,000 This means that the actual size of the ground is 25,000 times bigger than it is on the map.
Understand that scale can also be written as cm to km - for example 4cm to 1km means that every four centimetres on the map is one kilometre in reallife.

Grid References:
Understand that a **grid reference** tells you where something is on a map.Know that there are two parts to a grid reference:
The 1st letter or number tells you how far across the map something is.The 2nd letter or number tells you how far up the map something is.
Understand that all the grid lines are numbered to help find specific areas on the map.
Know that **Eastings** are the numbers that run from left to right on the map.
Know that **Northings** run from south to north.
Understand that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference.Understand that this is the reference for the bottom left corner of a square on the map.
Know that **four-figure grid references** are used to locate a particular grid square on a map.Know that this makes it easier to search the map for features.
Understand that we can use **six-figure grid references** to find an exact location within a grid square, so they are much more accurate than four-figure gridreferences.
Understand that we can make our references even more precise by adding an extra number to both the easting and northing.Understand that this helps us to work out whereabouts in the square the feature you are looking for is.

Keys and Symbols:
Understand that **symbols** are used on a map to represent the **human and physical features** of an area and show where they are located.Know that a **key** is needed on a map to explain the symbols. Revise the following OS Map symbols - road, footpath, railway station, castle, parking, place of worship, School, post office, toilet, trees. Know the following new OS symbols - motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve.
Know that a key is needed on a map to explain the symbols.
Apply skills to draw a map of the local area using relevant symbols.

Contours:
Understand that some maps, especially ones that people use to find their way around the countryside, contain **contour lines**.Understand that contour lines are lines that show high and low areas of land.
Know that when the contour lines are close together it means the hill or mountain is steep, when they are far apart it means the land is flatter.Understand that areas of different heights are also often shown using different colours - a key is used to show how high the land is.
This is useful to know when planning a route, to see whether it is going to be a hike up a steep mountainside or a walk on flat ground.

Using Atlases

Understand that an **atlas** is a collection of maps.
Know that within an atlas, there are different types of Maps depending on what you need.
Understand that the best way to find a location within an Atlas is to look at the **index**.
Know that the index is at the back of the atlas and that it lists locations alphabetically.

Know that faults can rub together, push toward each other, or pull away from each other.

Volcanoes

Know that a **volcano** is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.
Know that the openings in the earth's crust are along fault lines, where the different plates meet.Know that volcanoes form when **magma** reaches the Earth's surface, causing **eruptions** of **lava** and **ash**.Know that **lava** is what we call magma when it is above ground.
Know that as lava cools it forms solid rock.Know the causes of a volcanoes:

Magma rises through cracks or weaknesses in the Earth's crust.
2. Pressure builds up inside the Earth.
3. When this pressure is released, magma explodes to the surface causing a **volcanic eruption**.

4. Over time, after several eruptions, the rock builds up and a volcano forms.
Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'

Structure of a Volcano

Know the structure of a volcano including **magma chamber, main vent, secondary vent, secondary cone, crater.**
Know how to label a diagram of a volcano.
Know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean)

Classifying Volcanoes

Know that volcanoes can be described in terms of activity and can be:
Active - A volcano that has erupted recently and is likely to erupt again.
Dormant - A volcano that has not erupted for a long time, however, it may still erupt in the future.
Extinct - A volcano that erupted thousands of years ago and will probably never erupt again.

Positive and Negative Effects

Know that volcanic eruptions can have a **devastating effect** on people and the environment.
However, volcanoes can also have a **positive impact** on an area. These positive impacts can help to explain why people choose to live near volcanoes.

Mount Etna Study.

Know that there are 3 active volcanoes in Italy:
Mount Etna (which is the tallest active volcano in Europe)
Mount Vesuvius
Mount Stromboli
Understand that active means they have had at least one eruption during the past 10,000 years.
Know that Mount Etna is located in **Sicily** and is one of the largest volcanoes on Earth.
Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map.
Know that there were large eruptions in 1669, 1971, 2017.
Know that about a quarter of the **population** of Sicily live near Etna.
Know that this is because the soil is very **fertile** as a result of the volcanic activity and this ensures good conditions for growing **citrus fruit,** such as lemonsand limes.
Know that many people from around the world come to see Mount Etna bringing money into the economy. This is an example of **tourism**.
Know that the people living near Etna look for **warning signs** such as an increase in temperature near the volcano, an increase in gas being released or achange in the shape of the volcano.
Know that when an eruption is expected sometimes people are **evacuated** from their homes.

Earthquakes

the sea, a lake, or another river
Know that water always flows **downstream**, which means it flows downhill towards the sea. Use arrows on a map of UK rivers to show the direction of water flow.
Know key vocabulary, be able to identify by pictures and label on a diagram:
Know that a **stream** is a small, narrow river.
Know that a **canal** is a man-made waterway, which is used by boats and ships to transport goods across land.Know that an **estuary** is where a river meets the ocean and the river and ocean mix.
Know that the **mouth** of a river is the end of it, where it meets the sea, a lake or another river.Know that the **source** of a river is where it starts.
Know that a **tributary** is a small river or stream that joins a bigger river.
Know that the **riverbed** is the bottom of the river and it is usually made of sand, rocks or mud.Know that the **current** is the strength and speed of a river.
Know that the **riverbank** is land at the side of a river.
Know the five longest rivers in the UK:

1. **Severn** (354km)
2. **Thames** (346km)
3. **Trent** (298km)
4. **Great Ouse** (230km)
5. **Wye** (215km)

Know that the main river through the South West of England is The River Severn (354km).
Plot these 6 rivers on a map of the UK.
Know the five longest rivers in the world:

1. **Nile** (6700km) *Africa*
2. **Amazon** (6400km) *South America*
3. **Yangtze** (6300km) *Asia*
4. **Mississippi-Missouri** (6000km) *North America*
5. **Yenisei-Angara-Selenga** (5500km) *Europe/Asia*

Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia)** and **Antarctica.**
Use knowledge of continents to plot these rivers on a map of the world

Know that when you find the location in the index, there will be a page number and grid reference to help you locate it in the atlas.	Know that **earthquakes** are a violent jolt that shakes the land. Understand that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors orearthquakes. Know that earthquakes are measured on the **Richter Scale.** Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.Understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens. Know that many earthquakes are very small and unnoticeable. Know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.Understand that occasionally stronger earthquakes happen and these can be very dangerous. Know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.Understand that the place directly above the ground where the earthquake starts is called the **epicentre.** Understand that the further you are away from the epicentre, the less you feel the earthquake. <u>Tsunami</u> Know that **Tsunami** is a Japanese word which means 'harbour wave'. Know that a tsunami is a large sea wave caused by a large volume of water, being moved.Know that they are often caused by earthquakes happening under the ocean. Know that a tsunami looks like a very large wave. Understand a tsunami flows onto the land in large waves, causing destruction and flooding. <u>Overview of other natural disasters</u> Know that an **avalanche** is a large mass of snow that falls down the side of a mountain. Know that **floods** are a large amount of water covers an area which is usually dry, for example when a river flows over its banksKnow that **forest fires** are large, uncontrolled fires in a forest or wooded area Know that **hurricanes** are an extremely violent wind or storm Know that a **tornado** is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.Study photos and videos of these phenomena.	
Sequencing		
1) What is the purpose of a map? 2) What are the different types of maps and how to we read them? 3) Apply this knowledge to read maps confidently	1) Know the structure of the earth and how this contributes to natural disasters such as: volcanoes, earthquakes and tsunamis. 2) Understand how volcanoes, earthquakes and tsunamis occur and the impact they have. 3) Know an overview of other natural disasters	1) Review knowledge of coasts and oceans from KS1. 2) What is the correct vocabulary to describe a river? 3) What are and where are the longest rivers in the UK and the World located?
Vocabulary		
Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica., compass, north, east, south, west, atlas, map, North, North East, East, South East, South, South West, West, North West, contour lies, scale, grid reference, Eastings, Northings, four-figure grid reference, six-figure grid reference, key(s), symbol, index	crust, mantle, core, inner core, outer core, upper mantle, magma, iron, tectonic plate, fault lines, volcano, lava, eruption, pressure, magma chamber, vent, secondary vent, cone, crater, pyroclastic flow, devastating, destructive, impact, population, tourism, earthquake, Richter scale, epicentre, tsunami, avalanche, flood, forest fires, tornado	Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean, The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean, sea, cliff, cave, stack, beach, stream, canal, current, <u>UK</u> Severn (354km) Thames (346km) Trent (298km) Great Ouse (230km) Wye (215km World Nile (6700km) *Africa* Amazon (6400km) *South America* Yangtze (6300km) *Asia* Mississippi-Missouri (6000km) *North America* Yenisei-Angara-Selenga (5500km) *Europe/Asia*
Composite Task		
Identify a location and gather information about it using a map of the UK.	Write a report about natural disasters.	Label rivers, oceans and continents on world map.

KS2 Geography objectives

Location knowledge

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

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

3, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

4. 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

Human & physical Geography

5. describe and understand key aspects of:

5.1 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

5.2 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

Geographical skills and fieldwork

6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

7. 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

8. use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Year 4 POS Objective Tracker											
Year 4Themes		1	2	3	4	5	5.1	5.2	6	7	8
Term	Big Enquiry Question										
1											
2	Iceland Where did the Vikings come from and travel to?	✓		✓	✓		✓	✓	✓		
3A	The Amazon Rainforest Why are rainforests so important to us?	✓			✓		✓		✓		
3B	Local Geography How can we use maps to find out about the local area?		✓		✓				✓	✓	✓

Content			
YEAR 4			
Autumn 1	**Spring**	**Summer 1**	**Summer 2**
	Iceland	Rainforests	Local Geography
Overarching Enquiry Question			
.	Would you like to live in Iceland?	Why are rainforests so important to us?	How can we use maps to find out about the local area?
Prior Learning			
	Children have begun to look at key human and physical features in KS1. They will have identified the seven continents and oceans. This unit follows introduces lines of latitude and longitude. In this unit, pupils will study Iceland focussing on the key features of each country. This will support their learning in History, where they will study the Vikings.	In Y3 they studied maps and rivers, with reference to the Amazon river.	This unit builds on the basic introduction to reading maps, pupils have in Year 1. This unit is instrumental in giving pupils the skills they will require to access the geography curriculum in KS2. Pupils will be expected to read maps and atlases more independently as they progress and this unit will givethem the knowledge to do that.
Intent			
	Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America,Africa, Asia, Oceania and Antarctica. **Oceans and Seas:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory,farm, house, office, port, harbour and shop **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Sustainability**: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand thatsustainability is very important in protecting our planet for: animals, plants and future generations.	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Biomes**: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation andterrain determine what kind of biome an area is. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Resources:** Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealthand labour. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory,farm, house, office, port, harbour and shop **Settlement:** Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources.Understand that settlements can have different functions. **Development**: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming,manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Resources:** Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealthand labour. **Human Features:** Understand that human features are features in an environment that have been made by people. 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		damage the natural environment causing problems for the animals and vegetation. **Sustainability**: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.	Children continue to develop a knowledge of local history. They devise questions and look at a range of sources to gain a deeper understanding of historical events and historical figures.
Core Knowledge			
.	Labelling the Earth Know where the **Equato**r is located and the impact this has on temperature.Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. 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 theequator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. Know that to help locate where a place is in the world, people use imaginary lines called **latitude** and **longitude.** Know that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.Understand that anything lying south of the Equator is in the **Southern Hemisphere.** Know that anything lying north of the Equator is in the **Northern Hemisphere**.Identify the hemispheres on a map. Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.Know that the **Prime Meridian** is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the **Eastern Hemisphere.** Know that anything west of the Prime Meridian is in the **Western Hemisphere.** Identify on a map the position of **t**hese lines of latitude: **Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle** and **Antarctic Circle**. Arctic Circle Know that the **Arctic Circle** is at the north of the earth. Know that the **North Pole** is the most northern point and it is in the Arctic Circle. Know that the Arctic Circle is in the **Northern Hemisphere.** Know that two **continents** are within the Arctic Circle: Europe - **Russia, Iceland, Denmark, Norway, Sweden and Finland** North America **- USA, Canada** Understand that only parts of these countries are within the Arctic Circle. Iceland Know that **Iceland** is located just below the Arctic Circle, in Northern **Europe. (sub-polar)** Know that Iceland is colder than the UK as it is further North, away from the **equator**. Using knowledge of how to use an atlas and map reading, locate these countries on a map of Europe.	Geography of the Amazon**.** Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia)** and **Antarctica.** Know the names of the countries in South America – Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay,Venezuela. Using knowledge of how to use an atlas and map reading, locate these countries on a map of South America. Know the location of the **equator** and the **Tropics of Cancer and Capricorn**. Know that these are lines of **latitude.** Identify **Northern and Southern Hemispheres**. Know that most of South America is located in the Southern Hemisphere. Know that the Amazon River and the Amazon rainforest are located in South America. Physical Geography ***Amazon River*** Know the five longest rivers in the world: **1. Nile** (6700km) *Africa* **2. Amazon** (6400km) *South America* **3. Yangtze** (6300km) *Asia* **4. Mississippi-Missouri** (6000km) *North America* **5. Yenisei-Angara-Selenga** (5500km) *Europe/Asia* View aerial photographs of these rivers. Know that the Amazon River is located in South America. Know that the river starts in the **Andes Mountains** of Peru and travels through Ecuador, Colombia, Venezuela, Bolivia, and Brazil before emptying into the **Atlantic Ocean.** Understand that the Amazon River is so long, that it flows through completely different environments and landscapes on its journey to the sea.Understand that the Amazon River flows through the **Amazon Rainforest.** Using knowledge of how to use an atlas and map reading, plot the **Amazon River** on a map. ***Amazon Rainforest*** Understand that a tropical rainforest is a kind of **biome**. Understand that the world is made up of different biomes. Know that a biome is a large area of the earth that has its own environment. Know that animals, plants, physical features and climate together make the **environment.** Know that there are lots of different biomes in the world. Understand that different biomes have different plants and animals, which are suited to living in their environment Understand that tropical rainforests are located along the **equator**, due to the amount of sunshine and rainfall these areas have. Understand the Amazon Rainforest is located in the north of South America, along the equator. Know that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana.Know that the majority of the Amazon Rainforest is located within Brazil. Know that rainforests also exist in: **North America**, **Africa**, **Asia** and **Oceania** following the equator. Know that **tropical rainforest**	Maps Know that from space, the Earth looks like a sphere, or ball, containing land and water.Know that a globe is a model of the Earth and shows what it looks like from space. Know that globes show how the land is divided into different countries - around 200 of them.Know that the countries on our planet are located in seven different continents. Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia)** and **Antarctica.** Know that maps are useful tools to help people find their way to and from somewhere. Know that they are much easier to carry than a globe and much more detail can be added to them.Understand that maps can show the whole world, a single country or even a single town or village. Know that maps of different countries can be put together in a book called an **atlas** or they can be on a single sheet of paper.Know that maps can be on paper or on a mobile phone, tablet or computer. Know that in the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs,which are photographs taken from space by satellites and joined together to make very detailed images. Know that some maps are so detailed that you can zoom in and see a birds-eye view of where you live. Know that a **bird's eye view** is an area, as it looks from above. Know that a map is a two-dimensional drawing of an area. Know that maps can show the countryside, a town, a country or even the whole world. Understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills. Know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere. Reading Maps ***Compass Points*:** Understand that the top of most maps is north and a **compass** can be used to find which direction north is. Know the 8 points of a compass - **North, North East, East, South East, South, South West, West, North West.** Know that on a compass the needle always points north, so when that is lined up with the map it is easy to see in which direction things are. ***Scales:*** Know that maps are not drawn to the same size as the ground because they would be far too big, instead

Flag	
Capital	Reykjavik
Language	Icelandic
Population	372,520
Location	Northern Europe
Environment	cool, temperate maritime climate with refreshing summers and mild winters
Famous for	rugged landscapes and scenery. The Northern Lights, Blue Lagoon, volcanoes, glaciers, and waterfalls top the list of must-sees. Iceland is also famous for its history and being settled by the Vikings. It is known as “The Land of Fire and Ice” due to its contrasting landscapes

biomes contain more species of animals and plants than any other biome.Understand that tropical rainforests have a hot and wet climate all year round.
Know that climate refers to ‘the weather conditions in an area over a long period of time.’
Know that rainforests are wet and are home to half of the world’s plants and animals.
Know that plants and trees in rainforests grow in **layers**.
Know that different animals live in different layers.Know the features of the layers of rainforest:

Layers	Features	Animals
EmergentLayer	This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.	Only a few animals live in this layer, most of which are birds - they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws.
Canopy	The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spreadtheir branches out to catch most of the sunlight and rain. There is plenty of food and shelter in this layer.	The canopy is home to most of the animals and plants of therainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.
The Understorey	The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.	Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animalsthat make their home in the understory layer.
Forest Floor	The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and	Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.

they are drawn to a smaller **scale.** Understand that the scale on a map is a set of numbers that can be used to compare distances and can be written, for example, as 1:25,000 This means that the actual size of the ground is 25,000 times bigger than it is on the map.
Know that scale can also be written as cm to km - for example 4cm to 1km means that every four centimetres on the map is one kilometre in reallife.
Grid References:
Know that a **grid reference** tells you where something is on a map.Know that there are two parts to a grid reference:
The 1st letter or number tells you how far across the map something is.The 2nd letter or number tells you how far up the map something is.
Know that all the grid lines are numbered to help find specific areas on the map.Know that **Eastings** are the numbers that run from left to right on the map.
Know that **Northings** run from south to north.
Know that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference.Understand that this is the reference for the bottom left corner of a square on the map.
Know that **four-figure grid references** are used to locate a particular grid square on a map.Know that this makes it easier to search the map for features.
Know that we can use **six-figure grid references** to find an exact location within a grid square, so they are much more accurate than four-figure gridreferences.
Know that we can make our references even more precise by adding an extra number to both the easting and northing. Know that this helps us to work out whereabouts in the square the feature you are looking for is.

	hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim andshady layer. The lack of sunlight means fewer plants grow here.	

Human Geography

Settlement

Understand that settlements are places where people live and sometimes work. Understand that there are different types of settlement, depending onhow many people live and work there.
Understand that within the Amazon rainforest, there are different types of settlement.
Understand that there are **developed** areas with a few cities and towns, where there is a high population.
Understand that people living outside of the cities and towns, live in undeveloped, small settlements within the rainforest. Understand that many of these settlements are **nomadic**, meaning that people move around and don't stay in one area for too long.
Understand that tribes living in the rainforest often use the **natural resources** in an area and when they have run out, they move their settlement to a new area with more resources.
Compare these two types of settlements within the Amazon Rainforest and the impact that might have on way of life:

	Manaus	Yanomamo tribe settlement
Type:	City	Small Settlement
Population:	Around 1.8 million people	Around 38,000 people
Location:	North-western Brazil	Mountains of Northern Brazil
Houses:	Some people live in wooden houses. These houses are built onstilts, to avoid flooding from the Amazon River. Other people live in modern flats and buildings.	They live in large circular communal houses called yanos or shabonos. Some of them have up to 400 people living in them. Theyuse a central area of feasts, ceremonies and games.
Food:	People buy food from shops to eat.	Men hunt for game like peccary, tapir, deer and monkey. No hunter ever eats the meat that he has killed. Instead, he sharesit out among friends and family. In return, he will be given meat byanother hunter. Women tend to crops and collect nuts to eat.
Transport:	People travel on roads by car and bus or on the river by boat.	There are no roads, people travel on foot.
Work:	People have jobs to pay for their houses and food.	People don't have jobs; they complete tasks needed by their

		<table><tr><td></td><td></td><td>community. Everyone shares their food and housing.</td></tr></table> **Trade and Economy** Understand the term '**economy'** as 'the system of money, jobs and trade within a country or region'**.** Know that the South American economy consists primarily of **agriculture, forestry, industry** and **mining.** Know the range of **agricultural** products that we use from the South American continent including: coffee, soybeans, wheat, rice, corn, sugarcane, cocoa, citrus, beef, bananas and shrimp. <u>Deforestation</u> Understand the term '**deforestation**' as 'the action of clearing a large area of trees'.Understand that forests are cut down for two reasons: 1. So that the wood from trees can be sold, as it is a valuable natural resource. The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and formaking furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel. **2.** To clear land for farming. Cattle grazing: this provides meat for restaurants and supermarkets. Crops: such as sugar cane and palm oil.	
Sequencing			
.	1) Where in the world is Europe? (continents and oceans) 2) What are the main regions of Europe? 3) Where in the world is Iceland located and what are its key features? 4) Are the human and physical features of Iceland similar or different to the UK? 5) How does the climate and location of Iceland affect its economics? 6) What are the lives of children like in Iceland and compare to the UK?	1) Where in the world are rainforests located? 2) What are the layers in a rainforest? 3) Who lives in a rainforest? 4) Who are rainforests under threat from md how are they changing? 5) How is our local woodland used? (fieldwork) 6) How is our local woodland used? (findings)	1) Why do we need maps? 2) What are the 4 main points of a compass and how do I get the 8-point compass? 3) How do I read the scale line on a map? 4) How do I understand ratio on a map? 5) How do I read a grid reference? 6) How can I remember how to find a grid reference?
Vocabulary			
.	continent, ocean, seas, mainland, island, northern hemisphere southern hemisphere, equator, latitude, longitude, polar regions, sub-polar region, northern, eastern, southern, western, country, capital, rivers, fjord, glacier, volcano, volcanic, black sand, geyser, lava field, aurora borealis (northern lights), climate zone, biome	biome, rainforest, climate, tropical, temperate, tropics, equator, topic of cancer, Tropic of Capricorn, lines of latitude, layers, emergent, canopy, understory, forest floor, indigenous, tribe, community, deforestation, Amazon, drought, greenhouse gases, global warming, logging, mining, wildlife	mine, mining, tin, copper, landscape, coast, OS map, grid reference, compass, north, east, south, west, north east, south east, south west, north west, scale, ratio
Composite Task			
	Using agreed icons as a stimulus, children write (sentences / paragraph) about what they have learnt about Iceland's location and its physical features. Label /draw a map of Europe from memory.	Write a letter from the point of view of an indigenous person explaining to an outsider what is happening to your home. Achieve the Eden project's 'Rainforest Ranger' certificate.	Navigate a route from school to Botallack mine using an OS map and compass.

KS2 Geography objectives

Location knowledge

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

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

3, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

4. 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

Human & physical Geography

5. describe and understand key aspects of:

5.1 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

5.2 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

Geographical skills and fieldwork

6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

7. 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

8. use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Year 5 POS Objective Tracker											
Year 5 Themes		1	2	3	4	5	5.1	5.2	6	7	8
Term	Big Enquiry Question										
1	**Polar Regions – Antarctica** * BIG question here *										
2	**Greek and Hebridean Islands** Greek Islands or Hebridean Islands: where would you like to go on holiday?										
3	**National Parks** How do the UK's National Parks balance human activity and sustainable development to benefit both nature and people?										

Content

YEAR 5

Autumn 1	Spring	Summer 2
Polar Regions	Greek and Hebridean Islands	National Parks
Overarching Enquiry Question		
	Greek Islands or Hebridean Islands: where would you like to go on holiday?	How do the UK's National Parks balance human activity and sustainable development to benefit both nature and people?
Prior Learning		
This unit follows on from pupil's knowledge of the equator, to other lines of latitude and longitude. This provides a foundation for further work on this throughout KS2, culminating in pupils' understanding of time zones in Year 6. This unit reinforces the relationship between proximity to the equator and temperature.	Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. This unit is pupil's second unit studying Europe after studying Iceland earlier in Year 4.	Throughout this unit, pupils will study National Parks in the UK. In this unit, pupils will be given an overview of all the National Parks in the UK, before focusing on the Lake District and Dartmoor to compare these two contrasting National Parks. Pupils will also look at the positive and negative implications of tourism and how sustainable tourism can help to protect the environment. This is a precursor to their work on the Galapagos Islands at the end of Year 6.
Intent		
In this unit, pupils will focus on environments in the Arctic and Antarctic Circles, which underpins their learning about Iceland in Year 4. In this unit, pupils will begin the explore Climate Change, the impact it is having on our planet and things they can do to help. This unit links to the whole class text, 'Shackleton's Journey'. **Oceans and Seas:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Biomes**: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation andterrain determine what kind of biome an area is. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Sustainability**: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Continents:** Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America,Africa, Asia, Oceania and Antarctica. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Terrain:** Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms. **Landform:** Understand that a landform is a natural feature of the Earth's surface. Understand that landforms can be formed by tectonic plate movement (such as mountains and hills) and byerosion from water (such as valleys, cliffs and caves). **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory,farm, house, office, port, harbour and shop **Settlement:** Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources.Understand that settlements can have different functions. **Population:** Understand that the population is the people or animals that live in a particular area. **Trade:** Understand that trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries.	**Sustainability:** Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand thatsustainability is very important in protecting our planet for: animals, plants and future generations. **Environment**: Understand that the environment is everything around us. 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Core Knowledge		
Compass Know the 8 points of a compass - **North, North East, East, South East, South, South West, West, North West.**	Location Know that **Greece** is located within the continent of **Europe**. Know that **Greece** is located in Southern Europe in an area called the	Geography of UK Know that we live in England, which is a country in the **UK**. Know that the UK is located in the continent of **Europe**.Know that 4 countries

Labelling the Earth

Know where the **Equato**r is located and the impact this has on temperature.
Know that it is an imaginary line drawn around the world.
Know that countries near the equator are warmer than those further away from the equator.
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 theequator.
Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.
Know that to help locate where a place is in the world, people use imaginary lines called **latitude** and **longitude.**
Know that the Equator is a line of latitude.
Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.Understand that anything lying south of the Equator is in the **Southern Hemisphere.**
Know that anything lying north of the Equator is in the **Northern Hemisphere**.
Identify the hemispheres on a map.
Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.Know that the **Prime Meridian** is a line of longitude, which runs through London.
Know that anything lying east of the Prime Meridian is in the **Eastern Hemisphere.**
Know that anything west of the Prime Meridian is in the **Western Hemisphere.**
Identify on a map the position of **t**hese lines of latitude: **Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle** and **Antarctic Circle**.

Arctic Circle

Know that the **Arctic Circle** is at the north of the earth.
Know that the **North Pole** is the most northern point and it is in the Arctic Circle.Know that the Arctic Circle is in the **Northern Hemisphere.**
Know that two **continents** are within the Arctic Circle: Europe - **Russia, Iceland, Denmark, Norway, Sweden and Finland** North America - **USA, Canada**
Know that only parts of these countries are within the Arctic Circle.Know that the **Arctic Ocean** is in the **Arctic Circle**.
Using knowledge of how to use an atlas and map reading, identify these countries on a world map.
Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months. Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.Know that the average temperatures in the Arctic range from about 12ºC in the summer to about -34ºC in the winter.

Antarctica

Know that the **Antarctic Circle** is at the south of the earth.
Know that the **South Pole** is the most southern point and it is in the Antarctic Circle.
Know that the Antarctic Circle is in the **Southern Hemisphere.**
Know that **Antarctica** is the only continent inside the Antarctic Circle.Know that Antarctica is in the **Southern Ocean**.
Know that no humans live permanently in Antarctica, although some people live there for part of the year to study it.Know that Antarctica's winter lasts for 8 months.
Know that Antarctica's winter lasts for 8 months.
Know that Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89ºCKnow that the average temperatures range from about 10ºC in the summer to -60ºC in the winter.
Know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile.
Know that Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.

Tundra Biome

Understand that Arctic and Antarctic Circles have the coldest **climate** on earth.
Know that climate refers to 'the weather conditions in an area over a long period of time.'
Know that the coldest recorded temperature in Antarctica is -89 °C.
Know that the coldest recorded temperature in the Arctic is −67.7 °C.
Compare this to today's current temperature in St Just
Know that within the Arctic and Antarctic Circles is a **Tundra Biome**.
Know that **this** biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here.Know that this biome can only be found near the North and **Mediterranean.**
Understand that the area is called this, as it surrounds the **Mediterranean Sea.**
Using knowledge of how to use an atlas and map reading, locate Greece and the Mediterranean Sea on a map of Europe.
Know the flag of Greece and listen to the national anthem.
Know that Greece is the southernmost country in Europe.
Know that it is in the **Northern Hemisphere** and is nearer the **equator** than the UK.

Physical Geography

Know that **climate** is the weather in a location over a long period of time.
Know that Greece is warmer than the UK as it is further South and closer to the **equator**.

Environment

Know that Greece is divided into three geographical **regions**: the mainland, the islands, and Peloponnese (which is a peninsula of mainland Greece)Know that the mainland has rugged mountains, forests, and lakes.
Know that there are thousands of islands dotting the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west.Using knowledge of how to use an atlas and map reading, locate the Aegean, Ionian and Mediterranean Islands.
Know that Greece is famous for these islands and millions of tourists visit them each year.Know that **tourists** are people who visit a place for pleasure.
Know that due to its islands, Greece has the longest coastline in Europe

Mountains

Know that a **mountain** is a large landform that rises above the surrounding land.
Know that the Pindus Mountain range on the mainland contains one of the world's deepest gorges, Vikos Gorge, which plunges 1,100 meters.Know that **Mount Olympus** is the highest mountain in Greece at 2,917 meters.

Human Geography

Know that the capital city of Greece is **Athens**.Know that in Greece people speak Greek.
Know that 93% of people follow the **Christian** religion (many following **Greek Orthodox** church, a branch of Christianity). Know that there are over 10 million people living in Greece; this is known as the **population.**
Know that that is significantly less than the 66million people who live in the UK.

Economy

Know that about 80% of the land in Greece is **mountainous**. This made it difficult for Ancient Greeks to farm crops or travel overland. However, Greece has around 8500 miles of **coastline** so they were able to use the sea for **transportation**. The geography of the land determined the economic activity thatdeveloped in the region.
Know that the **economy** of Greece includes the following:
Tourism (the rich culture and history of Greece attracts many tourists along with the warm climate)
Shipping (largest merchant navy in the world, extensive shipping industry)
Mining (marble, aluminium, gold)
Agriculture (cotton, pistachio, rice and olive production and a large fishing industry)
Know that the Hebridean Islands are location within the UK off the north west coast of Scotland.
Know that the Outer Hebrides is a 130-mile long archipelago of around 220 islands located 45 miles off the mainland.
Know that just over 26,000 people live on the 15 inhabited islands.
Know that 'Hebrides' originated from the Norse word *'Havbredey',* meaning '*isles on the edge of the sea*'.

make up the UK.
Know and locate the countries in the UK: **England, Wales, Scotland** and **Northern Ireland.**
Know that people from England are known as **English**, people from Scotland are known as **Scottish**, people from Wales are known as **Welsh** and peoplefrom Ireland are known as **Irish**.
Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea** and **The Atlantic Ocean.**
Know that some maps contain varying colours to show high and low areas of land.
Know that areas of different heights are also shown using different colours - a key is used to show how high the land is.Understand the topographical map of the UK.
Know that the topography of an area impacts on its landscape and environment.
Know that many areas of: Scotland, Wales, Northern and Western England have areas of high **elevation** - understand that these areas aremountainous.
Know that the South and West of England are areas of low elevation, meaning they are flatter areas of lowland.
Know that in the UK we have 15 National Parks.
Know that a National Park is a protected area because of its wildlife, beautiful countryside or cultural heritage.
Know National Parks, such as the Lake District National Park, welcome visitors so that everyone can enjoy these areas of natural beauty.Know that there are 10 national parks in England, 3 in Wales and 2 in Scotland.
Know where the National Parks are located on a map of the UK.Know some features of National Parks in the UK.

High elevation National Parks			Low elevation National Parks		
National Park	Location	Features	National Park	Location	Features
Scotland					
Cairngorms	North-East Scotland	UK's largest National Park & UK's highest mountain range. It contains the highest mountain inScotland and the UK - Ben Nevis.			
Loch Lomond and TheTrossachs	North-West Scotland	Lochs, forests and mountain ranges. Home to the largest lake inthe UK - Loch Neagh.			
England					
Lake District	North-West England	High mountains and deep glacial lakes. Contains the highest mountain in England - Scafell Pike.	New Forest	South England	Woodlands, wild heathlands androaming ponies.
Northumberland	North-East England	Wide open moorland, covered in purple heather. It contains a famous monument: Hadrian's Wall	South Downs	South England	White cliffs, rolling green and gold hills, ancient woodland and lowland heaths.
North York	North-East	Wide open	The Broads	South-East	UK's

South Poles, where it is coldest.
Know that permafrost exists around the North and South Poles and that this is where the ground is frozen for two or more years without thawing.Know that this makes it very difficult for life to flourish.
Know that some animals are able to survive in these harsh environments:
Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.
Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins.

	Arctic	Antarctic
Location	Arctic Circle Northern Hemisphere Continents - Europe and North AmericaArctic Ocean	Antarctic Circle Southern HemisphereContinent - AntarcticaSouthern Ocean
Climate	The Arctic only has two seasons. It has long, cold winters andshort, cool summers. The winters last for about 8 months. In the winter, the sun is so far away from the Arctic that itdoesn't rise at all. This means it can be cold and dark for months. The average temperatures in the Arctic range from about 12ºCin the summer to about -34ºC in the winter.	Antarctica's winter also lasts for 8 months. Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about onemile! Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snowin over 2 million years. Antarctica is the coldest and windiest place on Earth. Thelowest temperature ever recorded here was -89ºC.
Physical features	Most of the Arctic is covered by water and most of that water is frozen. There are: Mountains Islands Fjords Icebergs Glaciers	There are: Mountains Seas Valleys Icebergs Volcanoes There are: MountainsSeas Valleys Icebergs Volcanoes
Huma features	People have lived in the Arctic for thousands of years. Only about 4 million people live and work in the Arctic at the moment(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. Strong stormsand blizzards can make travel very difficult and heating a homecan be expensive without trees for a fire. Mining for oil and gas, and fishing are important activities in theArctic	No people permanently live in Antarctica because it is too coldfor them to live there for a long time. Scientists take turns living there for short periods of time to study the ice and the animals. Tourists also sometimes visit in the summer. There are no towns or cities in Antarctica
Animals	Narwhal, Beluga, Polar Bear, Reindeer, Arctic	Emperor Penguins, Elephant and Leopard

Moors	England	moorland, covered in purple heather with a coastline along the North Sea.		England	waterland National Park with over 200km of waterways, over a quarter of the UK's rarest wildlife.
Peak District	Central England	A contrasting landscape made upof rugged, rocky moorlands and grassy limestone dales.			
Yorkshire Dales	North England	Heather-covered hills and rolling green valleys.			
Dartmoor	South-West England	Wild open moorlands, iconic granite tors. Heather-covered moors, wooded valleys and manyrivers			
Exmoor	South-West England	Expansive moorlands, woodland valleys, rolling hills and dramatic coastline.			
Wales					
Brecon Beacons	South Wales Inland	Mountain ranges, hills and valleys.	Pembrokeshire Coast	South Wales	Limestone cliffs, golden beaches andhilly volcanic headlands. UK's only fully coastal National Park.
Snowdonia	North Wales Inland	Mountain ranges, hills and valleys. It contains the highest mountain in Wales - Mount Snowdon.			

<u>The Lake District</u>
Understand that in the Lake District is located in the North West of England in a county called Cumbria.The Lake District National Park is England's largest and covers 2362 square kilometres.
Understand that the Lake District is made up of lots of mountains and lakes.
Know the Lake District also includes 26 miles of coastline and estuaries
Physical FeaturesMountains:
Know that the environment in the Lake District is very mountainous and is famous for its mountains.Know that the Lake District is home to the highest mountain in England - **Scafell Pike.**
Lakes:
Know that the Lake District has over fourteen lakes.
Know that Lake District's volcanic rock does not allow water to seep away.
Understand that high rainfall, combined with the extra deep glacial valleys,

	Foxes, Walruses,Harp Seals, Snowy Owls.	Seals, Orcas, BlueWhale, Albatrosses, Dusky Dolphins

Climate Change

Know that **climate change** (or **global warming**), is the process of our planet heating up.
Know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C.Understand that humans contribute to global warming by:
1. Burning fossil fuels (burning coal and oil)
2. Farming (cows producing methane gas)
3. Deforestation (cutting down trees)
Know that this can have a negative impact for our world, especially in the Arctic and Antarctic.
Know that a warmer climate could affect our planet in a number of ways:
1. More rainfall
2. Changing seasons
3. Shrinking sea ice
4. Rising sea levels
Know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.
Know that this is destroying the habitats of the animals living in these environments and they are struggling to survive.
Know that we can help climate change by:
1. Walking or cycling rather than travelling in cars or buses.
2. Using less energy - turn off lights, TVs, laptops etc when you aren't using them.
3. Recycling

means that the valleys are able to store large volumes of water.Know that the Lake District contains the location in England which has the most rain: Seathwaite.
Know that in Seathwaite the average annual rainfall is 3552mm (355.2cm or 3.5m)Know that this creates the large lakes.
Know that the Lake District is home to:
* the deepest lake in England - **Wastwater**
* the largest lake in England - **Lake Windermere**

Woodland:

Understand that there are many wooded areas in the lake district.Know that woodlands are areas with many trees.
Know that the woodlands provide habitats for native English wildlife.

Wildlife:

Know that the red squirrel is an endangered animal which can be found in the Lake District.
Know that the Lake District National Park is also home to other rare wildlife including: red deer, the Peregrine falcon, Arctic Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys.

Climate Change:

Understand that due to climate change the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.
Understand that due to this, the Lake District has recently faced some extreme weather.Understand that the extreme weather can damage the local environment:
* damage to woodland during stormy weather, affecting woodland habitats
* certain species of plants may not survive due to the changing weather
* drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere
* falling water levels in the lakes during the warmer months.
* In the heavy rains of November 2009, Windermere Lake rose 157cm.

Human FeaturesTourism:

Know that in the Lake District, **tourism** is very important - they have over 16 million visitors every year who come to walk, cycle, run, boat or just to lookat the amazing scenery.
Understand that tourism is the main source of income for Lake District economy
Know that tourism brings great benefits to the area: visitors spend money on accommodation, food, drink and leisure activities and indirectly supportother businesses such as wholesalers and the building trade.

Communities:

Know that around 40,000 people live within the boundaries of the National Park. Those who live in the Lake District National Park, and call it their permanent home, face challenges too:
1. Locals whose incomes are directly linked to tourism, such as hotel owners, rely on visitors coming to the park throughout the year.
2. During the busier summer months, parking can become an issue for many local people.
3. As the Lake District National Park is such a beautiful place, people want to buy holiday homes here. However, this pushes the house prices up inthe area, making it very difficult for local people to own their own property.
4. Currently around 15% of the homes in the Lake District are holiday homes. This means that many houses aren't occupied for most of the year,having a negative impact on local shops and businesses.

Dartmoor

Know that Dartmoor is located in the South West of England in Devon.
Know that Dartmoor is a wild, upland, open moorland with deep river valleys.
Know that Dartmoor is home to vast, wild moorlands and high tors
Know that Dartmoor is the largest and highest upland in southern Britain, exposed to strong winds and high rainfall.
Know that it extends for about 23 miles (37 km) north-south and 20 miles (32 km) east-west.
Know that there many footpaths and bridleways.

Wildlife:

Know that Dartmoor is also an important reserve for those species that can withstand harsher conditions including some very rare plants and animals.

Dartmoor is particularly noted for rare lichens, butterflies and other insects. There are also many birds of moors, heath and farmland to be found here.

Human FeaturesTourism:

Know that Dartmoor is a popular destination for tourists. They are attracted by the unspoiled scenery, beautiful landscape and abundant wildlife. Know that tourists enjoy a range of activities in Dartmoor such as: moorland walking, visiting a zoo, cycling, camping, horse riding, canoeing, climbing.

Know that visitors are of great benefit to Dartmoor and tourism is an important part of the local economy. The money they spend can help protect and enhance the scenery and wildlife of the area, while jobs are created to cater for visitors' needs

Communities:

Know that around 30,000 people live within the Dartmoor National Park.

Comparing the Lake District and Dartmoor

	Lake District	Dartmoor
Size	Largest National Park in England (912 square miles)	9th largest National Park in England 368 square miles
Landscape	Mountains, lakes and woodlands	Upland moorlands with river valleys
Wildlife	Red squirrels, red deer, the Peregrine falcon, Arctic Char fish andBritain's only nesting pairs of Golden Eagles and Ospreys.	Dartmoor ponies, cuckoo, butterflies, otters, ash black slug

Tourism in National Parks:

Understand that National Parks attract many tourists each year.

Understand that there can be both positive and negative impacts of tourism.

Negative	Positive
Tourists spend money which supports local shops and businesses. The improved transport services for the tourists also benefits the locals. Some of the money made from tourism can go back into conserving the National Park. Jobs are created for local people.	Increased litter and pollution can occur. Traffic congestion is common at holiday time. Footpath erosion is caused by high numbers of tourists Local environments and habitats can be damaged by high numbersof visitors. Work within the tourist industry is seasonal.

Sustainable Tourism:

Understand that the National Parks are trying to encourage tourism that will have less of an impact on the environment, this is called **sustainabletourism**.

Know that in the National Parks, people are encouraged to think carefully about their visits and the impact this could have on the local environments.Understand that there are ways in which we can all support sustainable tourism:

1. Learning about the people and the culture of the place being visited.
2. Being environmentally friendly while on holiday.
3. Supporting a local charity while on holiday.

Sequencing

1)
2)
3)
4)
5)
6)

1) Where is Greece located within Europe?
2) What are the key physical and human characteristics of Greece?
3) Where are the Hebridean Islands located?
4)
5)
6)

1) What is a National Park and where are they located?
2) What are some features of the UK's National Parks?
3) What are the physical and human features of the Lake District and Dartmoor National Parks?
4) Compare two National Parks: Lake District and Dartmoor.
5) What impact does tourism have on our National Parks and how can sustainable tourism help protect these environments?

Vocabulary		
		National Park, Dartmoor, Lake District, lowlands, uplands, moorland, wildlife, tourism, sustainability, impact, population, communities,
Composite Task		
Why is it difficult for humans to survive in polar regions?'	A tourist guide to the Greek islands.	Discussion - Is tourism beneficial for the UK's National Parks?

KS2 Geography objectives

Location knowledge

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

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

3, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

4. 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

Human & physical Geography

5. describe and understand key aspects of:

5.1 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

5.2 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

Geographical skills and fieldwork

6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

7. 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

8. use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography Year 6 POS Objective Tracker											
Year 6Themes		1	2	3	4	5	5.1	5.2	6	7	8
Term	Big Enquiry Question										
1	Galapagos Islands * BIG question here *										
2	Central America and Mexico * BIG question here *										
3	North America – Texas * BIG question here *										

Content

YEAR 6

Autumn 1	Spring	Summer 2
Galapagos Islands	Central America and Mexico	North America - Texas
Overarching Enquiry Question		
Prior Learning		
In this unit pupils will learn about the Galapagos Islands. They will draw together their knowledge of tectonic plates and volcanoes; oceans; environmentsand wildlife to understand how and why the Galapagos Islands are unique. This unit will support their learning in Science, where they will be studying evolution. Pupils will learn about how the environment in the Galapagos Islands helped Darwin develop his theory. Finally, pupils will study the Galapagos Islands in modern day and understand the impact humans could have on their unique environment	The unit focuses on North America. In this unit, pupils will have the opportunity to revisit previous knowledge in a new context. They will study the Biomes present in these regions. They will learn about the impact of tectonic plate movements, deepening their understanding of earthquakes studied in Year 4 and briefly studying the causes of volcanoes. Pupils will also study the geography of the ancient Mayan settlements, which supports their learningin history.	Pupils will study this unit alongside reading the novel 'Holes', which is set in the Texas desert.
Intent		
Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica. **Oceans:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. **Climate:** Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Fertile:** Understand that plants and animals thrive in areas with fertile soil. Understand that fertile soil can be the result of volcanoes and rivers. **Development:** Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making something) and building (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation. **Sustainability**: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations. **Environment:** Understand that the environment is everything around us. It is the natural world of land, sea, air, plants, and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features.	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Biomes**: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation andterrain determine what kind of biome an area is. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Resources:** Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealthand labour. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory,farm, house, office, port, harbour and shop **Settlement:** Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources.Understand that settlements can have different functions. **Development**: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming,manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation. **Sustainability**: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.	**Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Continents:** Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America,Africa, Asia, Oceania and Antarctica. **Oceans and Seas:** Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. **Environment**: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by theirenvironment and can also affect the environment they live in. Environments consist of both human and physical features. **Climate**: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment ofa location. **Human Features:** Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop **Regions:** Understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area. **Physical Features:** Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea,ocean, river, soil, valley, vegetation, season and weather and volcanoes. **Biomes**: Understand that a biome is a region with planet with a similar climate and landscape, where similar animals and plants live

Core Knowledge

Labelling the Earth *(Review Yr 3, T3)*
Know where the **Equator** is located and the impact this has on climate.Know that it is an imaginary line drawn around the world.
Know that countries near the equator are warmer than those further away from the equator.
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 theequator.
Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.
Know that to help locate where a place is in the world, people use imaginary lines called **latitude** and **longitude.**
Know that the Equator is a line of latitude.
Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.Understand that anything lying south of the Equator is in the **Southern Hemisphere.**
Know that anything lying north of the Equator is in the **Northern Hemisphere**.Identify the hemispheres on a map.
Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the **Prime Meridian** is a line of longitude, which runs through London.
Know that anything lying east of the Prime Meridian is in the **Eastern Hemisphere.**
Know that anything west of the Prime Meridian is in the **Western Hemisphere.**
Identify on a map the position of **t**hese lines of latitude: **Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle** and **Antarctic Circle**.
Know that there are 7 **continents** and identify them on a map of the world: **Europe, North America, South America, Africa, Asia, Oceania** and **Antarctica.**
Know that there are five **oceans** in the world: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean** and **Arctic Ocean**
Know that the Galapagos Islands are located in **South America.**
Using knowledge of how to use an atlas and map reading, identify South America on a map of the world.
Know that South America is surrounded by the **Atlantic Ocean** and **Pacific Ocean** and identify them on a map.
Galapagos Islands Location
Know that the **Galapagos Islands** (where Darwin made many of his observations) are located 1000km (800 miles) off the coast of **Ecuador, SouthAmerica**.
Know that the Galapagos Islands are located in the **Pacific Ocean.**
Locate the Galapagos Islands on a map.
Know that the Galapagos Islands are located on the **Equator.**
Know that the Galapagos Islands have a warm climate due to their proximity to the equator.
Know that the Galapagos **archipelago** is made up of 14 large islands, 7 smaller islands and over 100 rocks and islets.Know that an **archipelago** is a collection or group of islands.
How the Galapagos Islands were Formed
Know that the Galapagos Islands were formed by volcanoes erupting under the surface of the ocean and that some of those volcanoes are still activetoday.
Know that the process of the Galapagos Islands being formed:
1. Volcanic eruptions began to break through the ocean floor as a result of tectonic activity.
2. These eruptions built underwater mountains as the lava cooled.
3. The mountains continued to grow with each new eruption.
4. Eventually, some mountain tops emerged from the sea.
5. The Galapagos Islands formed.
Understand that the very first island is thought to have formed between 5 and 10 million years ago. Understand that the youngest islands, Isabela andFernandina, are still being formed, the most recent volcanic eruption was in 2009.
Environment
Know that the Galapagos Islands are made of cooled volcanic lava and appear very rugged as a result.Know that they have a wide range of terrestrial (land) and marine (sea) habitats.
Know that the islands have: humid forests, sandy beaches, sea cliffs, rocky shores and

Understand that **Central America** and **Mexico** are located in south **North America**.
Know that there are 7 **continents** and identify them on a map of the world: **Europe, North America, South America, Africa, Asia, Oceania** and **Antarctica.**
Know that North America is a continent made up of 23 countries.
Using knowledge of how to use an atlas and map reading, identify North America on a map of the world.
Know that Central America is the name given to a collection of countries in North America: **Panama, Costa Rica, Nicaragua, Honduras, El Salvador,Guatemala,** and **Belize**
Know that **Mexico** is a country in North America.
Using knowledge of how to use an atlas and map reading, identify these countries on a map of the world.
Know that there are five **oceans** and identify them on a map of the world: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean** and **ArcticOcean**
Understand that Mexico and Central America have the **Pacific Ocean** to the West and the **Atlantic Ocean** to the East.
Physical Features
Climate:
Know that Mexico and Central America are located near to the Equator, which influences their climate.
Know that Central America and Mexico have an overall humid, tropical climate with distinct dry and rainy seasons throughout the region.
Biomes:
Know that Mexico and Central America are made up of **tropical rainforest** and **desert biomes.***)*
Rainforest: Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants andanimals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.
Desert: these biomes are also near the Equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driestbiome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.
Ring of Fire:
Know that Mexico and Central America are located on the '**Ring of Fire**'.
Understand that the 'Ring of Fire' is a horseshoe-shaped line around the edge of the Pacific Ocean which is home to around 75% of the world's volcanoesand 90% of the world's earthquakes.
Understand that the Earth is made up of different layers
Know that the **crust** is made up of different pieces, called **plates**.
Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.Know that the edges of plates, where two plates meet, are called **fault lines** or faults.
Understand that the 'Ring of Fire' is located along a fault line.
Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or **earthquakes.**
Know that earthquakes are a violent jolt that shakes the land.
Understand that a **volcano** is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst outof.
Understand that the openings in the earth's crust are along fault lines, where the different plates meet.
Farming
Know that Mexico and Central America are excellent locations for growing crops.
Know that volcanoes create fertile soil, which helps crops to grow.
Know that the combination of fertile, volcanic soil and the warm, tropical climate creates the perfect conditions for growing crops such as: coffee andbananas.
Know that farming can have a negative impact on the local environment.*)*
Know that in desert regions farm animals are eating all the grass and shrubs, which is destroying the habitats of the wild animals.Know that rainforests have been chopped down, to make room to grow crops.
Know that, although farming has negative implications for the environment, many poor people are reliant on farming for their livelihoods. Governmentsin Mexico and

Location of Texas *(Review Yr 4, T1)*
Know that there are 7 **continents** and identify them on a map of the world: **Europe, North America, South America, Africa, Asia, Oceania** and **Antarctica.**
Know that there are five **oceans** in the world: **Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean** and **Arctic Ocean**

Know that North America is made up of 23 countries**.**
Using knowledge of how to use an atlas and map reading, identify North America on a map of the world. *(Review Yr 3, T2)*
Know that the **United States of America (USA)** is a country within North America.Know that the USA is bordered by **Canada** to the north and **Mexico** to the south. Know that the USA is made up of **50 states**.
Know that a state is an area including many cities and towns, similar to counties in England.
Identify the flag of the USA.
Know that there are 50 stars on the flag - one to represent each state.

Know that Texas is a state within the USA.
Know that Texas is located on the South coast of the USA, bordering Mexico.
Using knowledge of how to use an atlas and map reading, identify Texas on a map of the USA.
Physical GeographyBiomes in Texas
Understand that Texas is made up of three different **biomes: desert, grasslands, forest.** Know most of Texas is made up of grasslands, but there is **desert in southwest** Texas and**forest in southeast** Texas.
Know that Texas is unique to have 3 different biomes in such a small area.
Know that the desert biome is characterised as follows;

Desert Biome features	
Climate	Warm throughout the year and very hot in Summer. During the day it may be very hot butextremely cold at night. Low rainfall
Plants	Ground hugging shrubs and short woody trees, Cactus plants are common.
Soil	Shallow, rocky ground
Animals	Small nocturnal carnivores, mountain lion, bobcat, wolf, coyote, antelope, armadillo, gopher,Insects, arachnids, reptiles and birds

Understand that there are temperature variations within Texas, with the desert being hot and dry.
Understand that Holes by Louis Sachar is set in a desert biome and this impacts significantly on the story.
Regions
Know that Texas is split into 4 regions:
1. Great Plains
2. North Central Plains
3. Mountains and Basins
4. Coastal Plains

coral reefs.Know that the Galapagos Islands are known for their mountains, coasts and coral reefs.
Know that due to how they were formed, the environment in the Galapagos Islands consists of high volcanic mountains, craters, and cliffs.
Know that on the Galapagos Islands the volcanic rocks have broken down into fertile soil, which is ideal for plants to grow in. This has led to lots ofvegetation on the islands.
Know that the Galapagos archipelago is located at a point where nutrient rich cool waters from the south, warm currents from the north, and a deep coldcurrent from the west all mix together. The mixing of these ocean currents means that a unique mix of animals and plants live there.
Know that the Galapagos Islands have a unique range of habitats: humid forests, sandy beaches, sea cliffs, rocky shores, lagoons, salt flats and coral reefs.Know that this unique range of **habitats** has led to a variety of animals and plants on the Galapagos, many of which don't exist anywhere else.

Wildlife

Know that the range of habitats means that a great variety of animals and plants can be found on and around the Galapagos.Know some of the animals found in the Galapagos:

- Galapagos giant tortoises
- Marine iguanas - the only ones in the world
- Galapagos penguins
- Hammerhead sharks
- Fur Seals
- Sea Lion
- Blue-footed Booby

Know that most of the animals and plants living on the Galápagos archipelago (group of islands) are descended from those that travelled the 1,000kmfrom the continent of South America millions of years ago. Insects, birds and plants arrived by air – either flying or drifting in the wind, while animals floated across the ocean on rafts of leaves or branches.
Know that nearly 20% of marine life in Galapagos is endemic, found nowhere else on earth. This is very rare.

Protecting the Galapagos Islands

There is no single reason for why the Galapagos Islands are as they are. They have been formed and shaped by a variety of different processes and wouldlook quite different and have very different plants and animals if any one of these processes were to change. In this way, Galapagos represents a globallyunique landscape that requires careful management if people are to continue to enjoy it for generations to come.
Know that there is limited **development** in the Galapagos Islands due to their lack of accessibility and distance from other countries.Know the lack of development has led to plants and animals thriving on the islands and existing in a perfect ecosystem.
Know that the increase of **tourism** on the islands is having a negative impact on the **environment** and animals living there.
Know that the **government** of Ecuador is trying to protect the Islands by limiting the tourism that takes place there and developing a model of **sustainabletourism**.
Know that there are many **conservation** projects in the Galapagos Islands to protect the animals and the unique environment.
Know that people are only allowed to live in small areas of the island so that the wildlife and plants are protected. This is part of the conservation plan forthe islands and the ocean around them.
Know that laws prevent things such as too much fishing, too many people living there or too many visitors. This will hopefully protect the variety of plants
and animals and the beauty of the islands for the future.

Central America are trying to support people to farm in a way which will protect the land.

Human Features

Language

Know that most of the countries in Mexico and Central America speak Spanish.
Know that Spanish is a language which comes from Spain, Europe.
Understand that it is widely spoken in Mexico and Central America as lots of Spanish people settled there.

Population

Understand that most of the populations of Mexico and Central America are located within the cities.Know that **Mexico City**, Mexico has the largest population of any City in North America.
Know that Mexico City has a population of around 9million people.

Panama Canal

Understand that canals are man-made rivers used to transport items.
Know that the **Panama Canal** goes the entire width of the country of Panama.
Understand that the purpose of the canal is to connect the Atlantic and Pacific Oceans.
Know that the Panama Canal saves ships from sailing 6500km around South America, to get to one ocean from the other.

Ancient Mayan Settlements

Understand that the Mayans lived on the continent of **North America.**
Know that the Mayan civilisation spanned over several North American countries: **Mexico, Belize, Guatemala, Honduras** and **El Salvador**.Know the locations of and plot these Mayan cities on a map: **Chichen Itza, Tikal**.
Know that Mayan towns and cities developed as travellers **settled** where food and water were plentiful.
Know that water was needed for drinking and a source of food from the fish living in the rivers, so early settlements often occurred near **sources** of foodand water.
Know that there were many **volcanoes** in this area which provide very **fertile** soil for growing crops.Understand that these **natural resources** are still used in modern day.
Understand that settlements change over time, depending on the needs of people.
Know that in Mayan times settlements were basic with: huts, temples and monuments.
Know that in Mayan times, settlements developed in areas with natural resources that were beneficial to farming.Know that in Mayan times land was used to farm crops.
Understand that today, settlements have developed to include a range of infrastructures which humans require.Know that in Central America today there are many towns and cities, with roads connecting them.
Know that fertile land is still used for farming today, as farming is a key industry in Central America.

Trade

Know that **Trade** is the activity of buying, selling, or exchanging **goods** or services between people, firms, or countries.
Know that the Mayans traded amongst themselves because each city state did not have all the **resources** necessary for everyday life.
Know that they traded scraps of gold and copper metals and they bought and sold finished crafts such as jewellery, clothing, weapons and tools.Understand that Mayans traded between cities trekking through the forests to reach their destination.
Know that Mayans began to make **paved** paths through some parts of the forest to make trade easier.Know that any **goods** were **exported** to Mexico where the Aztec people had settled.
Know that the sea was the easiest way for Maya traders to transport goods - they travelled in large wooden canoes around the coast.
Understand that the Maya didn't have **currency** such as coins and banknotes like we do, so swapped one thing for another or sometimes used **cocoabeans** like money as they were valuable.
Understand that in modern day, people living in these regions still trade goods.
Understand that they utilize the fertile soil to grow crops, which they sell to the wider world.
Understand that we still use trade in modern day, although it has become more sophisticated and goods are sold for money.

	Landscape	Climate
Great Plains *Grassland Biome*	This region is covered with flat, grassyplains. There are barely any trees. Some canyons can be found in the western parts of the region, which havebeen carved by rivers.	The average rainfall is 15 – 28 inches per year. This is the coldest Texan region during the winter, but it is still very hot during the summer. Transitions in temperature can causehigh winds and wind storms.
North Central Plains *Grassland Biome*	The land has low, rolling hills and openplains. Features large lakes as popular TexasState Park destinations: Ray Roberts;Cedar Hill; Dinosaur Valley State Park (featuresdinosaur footprints!).	Weather in this region varies with theseasons. Cooler climates in the winter - occasionally a few inches of snow. Hot summers: it can sometimes be the hottest Texan region during the summer. Violent storms come through the area in spring with heavy hail and high-speed tornados.
Mountains and Basins *Forest Biome* *Desert Biome*	The land in west Texas features the onlymountains found in the state, as well as desert landscapes. The highest peak in the state is the Guadalupe Peak at 8,751 feet above sealevel. The Rio Grande runs on the western border, separating Texas and Mexico.	The desert climate is one of extremes; itis extremely hot during the day and extremely cold at night. The average rainfall is 8- 20 inches per year
Coastal Plains *Grassland Biome*	Coastal Plains is the largest of the fourregions. This region covers about 1/3 of the landin Texas. The east side borders the Gulf of Mexico.Many major cities are in the Coastal Plains region: Austin Dallas Houston San Antonio.	The climate of the Coastal Plains is mild.Summers are typically hot, with temperatures reaching highs of the upper 90s or 100s. Winters are typically cooler, withtemperatures in 40s and 50s. The average temperature of the regionyear round is 77 degrees. The region receives roughly 40-60 inchesof rain per year, the most of any Texan region. This region also has more tornadoes and hurricanes than any other region in

		Texas.
Sequencing		
1) Where are the Galapagos Islands located? 2) What impact does this has on their environment? 3) How were the Galapagos Islands were formed and the impact this has on their environment. 4) Understand why the Galapagos Islands are unique? 5) Why do humans need to protect the Galapagos Islands?	1) Where are Central America and Mexico located? 2) What physical and human features does this region have? 3) Where were the Mayan settlements located? 4) How did the Mayans trade their goods.	
Vocabulary		
Galapagos Islands, Pacific, equator, latitude, longitude, northern hemisphere, southern hemisphere, prime meridian, eastern hemisphere, western hemisphere, tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle, Ecuador, archipelago, marine environment, habitat, sustainable, tourism, government, development	Central America, North America, Mexico, Panama, Costa Rica, Nicaragua, Honduras, El Salvador,Guatemala, and Belize, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and ArcticOcean, Pacific Ocean, tropical rainforests, desert, biomes, Mexico City, Panama Canal, Ring of Fire, plates, earthquake, trade, export, economy, cocoa beans, population, Spanish	Continent names, ocean names, Canada, Mexico, 50 states, border, biomes, desert, grasslands, forest, Texas, plains, mountain plains, coastal plains, Great plains
Composite Task		
Presentation - Why is it important for the Galapagos Islands be protected?	Explain how the physical features of the environment led to Mayan settlements.	Paragraph - Explain the different biomes in Texas