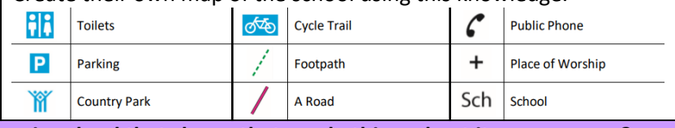
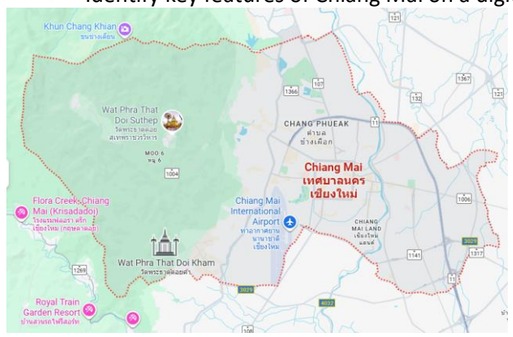
Bredbury Green Primary School: Rationale Behind The Geography Curriculum

Map Skills to be taught each year, using the Royal Geographical Society lessons as a basis to ensure coherence. These can be found here: https://www.rgs.org/schools/resources-for-schools/map-skills. Fieldwork is to be completed regularly to ensure that children are developing their geographical skills and disciplinary knowledge, as defined in the National Curriculum. Additionally, children will be expected to show their findings in a variety of ways, including writing at length. In units where this is essential, it has been written in the left hand box in orange.

	What we teach? (Minimum Requirement From NC)	Component Knowledege	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	**People, Culture and Communities** • 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 (where appropriate) maps **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	**People, culture and communities:** • Name the people in my family • Explain how I get to school • To name some key landmarks in their environment (E.g. The rocks, top shop, morrisons) • Name something that is the same, and something that is different between the UK and another country **The natural world:** • To name different environments/habitats and suggest who might live there • To list some seasonal changes they can see related to the weather • To understand appropriate clothing for different types of weather	**Developing geographical vocabulary in Nursery:** Me, immediate family members, house, flat, home, road, street, school, nursery, map, different, same, world, country, natural, describe **Developing geographical vocabulary in Reception:** Map, location, natural, environment, season, Autumn, Winter, Spring, Summer, hot, cold, leaves, trees, same, different, country, world, environment, natural, earth, explore, describe, England, Stockport, Romiley, Bredbury Green & Woodley	
UNCRC Links	**22 – Some children have to move to the Bredbury to be safe. How might the Bredbury be different to where they have come from?**			
Year 1 Autumn	**Locational knowledge** **SIGNIFICANCE and APPRECIATION** **PROCESSES** • Children will be able to name the 7 continents and 5 oceans. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Name 7 continents and 5 oceans • Compare weather in two different places over a period of time • Understand what the Equator, North and South Poles are.	**Seasonal Weather** • Know the seasons and how the weather changes. • Know what the weather is like in Australia and in the UK and how it is different throughout the year. **7 continents and 5 oceans** • Know how to use a globe, understanding that the Earth is not flat. • Know what a continent is and name all 7. • Know the names of all five oceans. • Know what and where the Equator is. • Know the location of hot countries (Ecuador, Columbia, Brazil) and cold countries (Russia, Iceland, Argentina) in relation to the North and South pole and the Equator. • Know what and where the North and South Poles are, ensuring children do not think they are a literal pole.	• This learning will follow on from their learning of immediate environment using knowledge from observation (EY P,C&C). • In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). • In Y2, children will build on this knowledge by extending their understanding of human and physical features along with understanding different types of maps.	Asia Africa North America South America Antartica Europe Australia Continents Oceans Pacific Atlantic Indian Arctic Southern Season/weather Hot Cold Rain Sun Different Spring Summer Autumn Winter

				Equator North South Ecuador Columbia Brazil Russia Iceland Argentina
Year 1 Spring	**Geographical Skills and Fieldwork** **STRUCTURES/CAUSE AND EFFECT** **ENVIRONMENT** • 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. • 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 • Name 3 human and 3 physical features of the locality • Identify features of Bredbury from an aerial map • Create their own map of Bredbury Green Primary School using basic symbols in a key	**Physical and Human Features** Know what physical and human features are and why they are different. Name 3 human features of Bredbury and our locality: • School • Library • Hatherlow church Name 3 Physical features of Bredbury and our locality: • River Goyt • Woodland • Valley **Identify features of Bredbury from an aerial map:** Know what an aerial map is and how it is different from maps learnt about before. Know what a key and symbols are on a map and why they are useful. • River Goyt • School • Local shops Create their own map of the school using this knowledge.  	• In EY, children may have looked at maps to explain some similarities and differences between life in this country and another (EY, P,C&C). • This will follow on from their learning in Autumn (Y1), where they have looked at their immediate locality and then this fits into the wider UK map. • In Y2, they will locate continents and oceans on a map and prior knowledge of them will support this. This will also provide them with prior information about migration when reading 'The Colour of Home' in Y2.	Map Symbols Key Globe Atlas Human Physical Bredbury School Library Church River River Goyt Countryside
UNCRC Links	**12 – It is your right to be heard and listened to. Can you find somewhere in school that shows that we do this and put it on your map?**			
Year 1 Summer	**Place Knowledge** **POWER/INFLUENCE** **PLACE** • Name four countries of the UK • Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map • 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 • Know and name the four countries of the UK • Identify North, East, South and West on a map, using a compass accurately • Use the compass directions to describe the location of a human and physical feature on a physical and digital map of Bredbury.	• Know and name the four countries of the UK. • Know what a compass is. • Know what a compass is used for • Use a compass accurately to read a map and direct others • Identify North, East, South and West and why they are important. • Use the compass directions to describe the location of a human and physical feature on a physical and digital map of Bredbury. • Explain the difference between a physical and digital map and know what they are used for	• In reception and nursery, pupils will have knowledge and understanding of the natural environment and all living things. Pupils will know different countries and talk about the differences they have experienced. • This will follow on from their learning in Spring (Y1) where pupils learnt about key human and physical features of the surrounding environment. • In year 2, pupils will understand the differences between a small area in the United Kingdom and a small area in a non-European country.	Capital North South East West England Northern Ireland Scotland Wales Human Physical Bredbury Digital map Google Maps
UNCRC Links	**22 – Some children have to move to the UK to be safe. How might the UK be different to where they have come from?**			

Year 2 Autumn	**Contrasting Place Study – Chiang Mai** **STRUCTURES/APPRECIATION** PLACE • 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.** • 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 • Know where Chiang Mai is located on a map • Name three geographical features of Chiang Mai • Make comparisons between Chiang Mai and Stockport	Know where Chiang Mai is located on a map • Know that Thailand is in Asia, not Europe. • Identify Thailand on a globe • Find Chiang Mai in an atlas • Identify key features of Chiang Mai on a digital map  Name three geographical features of Chiang Mai • Human – over 300 Buddhist temples • Human – Hill tribe communities • Human – moat and old city walls • Physical – Ping river • Physical – Mountains Comparison to Stockport • A medium sized city – similar • Historical temple culture – different • Tropical climate – different	• Builds upon Year 1 where children explored the local area through simple fieldwork and observational skills and learnt about human and physical features. • Prepares for Year 3 where children explore settlements and consider how human and physical geography impacts on this.	*Capital* *North* *South* *East* *West* *England* *Northern Ireland* *Scotland* *Wales* Continent South and North America State Map Aerial Birds-eye view Beach Cliff Coast Forest Hill Mounain Island Seas/Oceans River Key
Year 2 Spring	**Locational Knowledge –UK Capitals** **SIGNIFICANCE/POWER** PLACE • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • Know what a capital city is and name the UK capitals • Name the surrounding seas of the UK • Locational and directional language after making a map	Capital Cities of the UK • To know what a capital city is. • Name the four capitals witin the UK. • Match the capital cities with their country. • Name a famous landmark within each capital city. Surrounding seas of the UK • Look at different maps with the UK and surrounding seas. • Identify where the sea is on a map. • Name the surrounding seas on the UK. • Label the bodies of water surrounding the UK. Location and Direction in mapping • Know what a compass is and the 4 main point on a compass. • Use compass points on a variety of maps. • Locate the capital cities on a map of the UK using directional language. • Locate the seas and surrounding bodies of water on a map and describe where these are using locational language. • Plot a route on a map using compass directions or locational language.	• Builds upon knowledge of the four countries of the UK from Year 1. • Prepares children for Year 3 where they explore places beyond the UK.	*Asia* *Africa* *North America* *South America* *Antartica* *Europe* *Australia* *Continents* *Oceans* *Pacific* *Atlantic* *Indian* *Arctic* *Southern* *Season/weather* *Hot* *Cold* *Rain* *Sun* *Different* *Spring* *Summer* *Autumn* *Winter*

				Equator *North* *South* North South East West Locality Continents Oceans Capital cities Compass Maps Route Plot
Year 3 Autumn	**<u>Biomes</u>** **<u>INFLUENCE/CAUSE AND EFFECT</u>** <u>ENVIRONMENT</u> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied • Identify and name the different land and aquatic biomes • Locate different biomes using a globe or atlas • Look at a local temperate deciduous forest, the main biome in the UK	**Different Land and Aquatic Biomes** *Land Biomes:* 1. **Temperate Forest:** Has four seasons (spring, summer, fall, winter) and trees that lose their leaves in autumn. 2. **Tropical Rainforest:** Warm and rainy all year, with lots of tall trees and animals. 3. **Desert:** ○ Hot during the day and cold at night, with very little rain. You'll find cacti and animals that can survive with little water. 4. **Grassland:** ○ Wide open spaces with lots of grass and very few trees. Animals like zebras and lions live in these areas. 5. **Tundra:** ○ Very cold and icy, with only a few small plants. It's too cold for trees to grow here. 6. **Savannah:** ○ A warm grassland with scattered trees, found in places like Africa. Elephants and giraffes live here. *Aquatic Biomes:* 1. **Freshwater:** ○ **Rivers and Streams:** Moving water that flows into lakes or oceans. Fish and insects live here. ○ **Lakes and Ponds:** Still water where plants grow around the edges, and fish and frogs live. 2. **Marine:** ○ **Oceans:** Large bodies of saltwater that cover most of the Earth. Oceans have many different animals, like fish, dolphins, and whales. ○ **Coral Reefs:** Underwater areas made of coral, where lots of colorful fish and sea creatures live. 3. **Wetlands:**	• Builds upon - KS1 children will have learnt about the 7 continents and the oceans. • Prepares for – Year 5 Unit on biomes and vegetation belts with an in depth study of the Amazon Rainforest.	*Continent* *South and North America* *State* *Map* *Aerial* *Birds-eye view* *Beach* *Cliff* *Coast* *Forest* *Hill* *Mounain* *Island* *Seas/Oceans* *River* *Key* Forest Desert Grasslands Tundra Savannah Rainforest Freshwater Marine Wetlands Delamere Deciduous

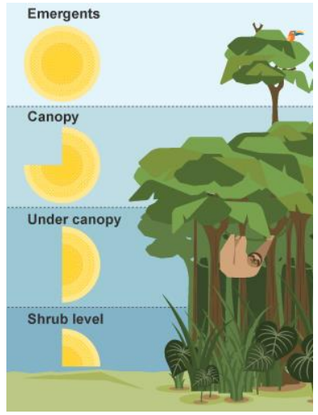
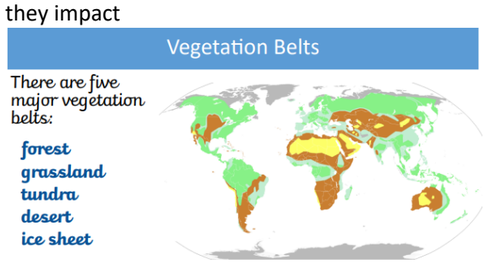
		○ Areas where water covers the land for most of the year. Wetlands are home to frogs, birds, and lots of plants. Know that Delamere is the main biome in the UK is the Temperate Deciduous Forest. This type of forest is common in areas with four distinct seasons: spring, summer, autumn, and winter. Know which animals would live in the forest and why forests are important. Know the key features a deciduous forest including; deciduous tress, mild climate and rich wildlife.		
Year 3 Spring	**Volcanoes** **POWER/STRUCTURES** **PROCESSES** • Understand geographical similarities and differences through human and physical geography of a region of the UK. • Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes • To know how a volcano is formed and why it erupts • To name and locate the features of a volcano and why there are no active volcanoes in the UK. • Understand how settlements, agriculture and trade are affected in the areas around a volcano.	Know how a volcano is formed and why it erupts. Know the features of a volcano including; magma chamber, main vent, crater, lava flow, ash clouds and secondary vent. Know why there are no active volcanoes in the UK; not near technoic plates. Know that the UK used to have active volcanoes and why it no longer does. Know how settlements, agriculture and trade are affected in the areas around a volcano: Settlements: • Destroys homes • Evacuations • Education and work effected • Impacts health and wellbeing Agriculture: • Burns crops • Animals used for food can get killed • Destroys the environments • Creates fertile soil for crops Trade: • Destroys the goods for trading • Less jobs if people are moving • Area can be abandoned – reducing trade • Tourism – tourists pay money to stay and explore the area • Disrupt goods entering a place due to eruptions	• Builds upon – understanding of the different continents and oceans formed in KS1 and their knowledge of biomes from the Autumn Term. Children will understand that different places have different climates. • Prepares for – Knowledge of tectonic plates to support study of earthquakes. Will also prepare for an in depth study of Iceland in Year 6.	*North* *South* *East* *West* *Locality* *Continents* *Oceans* *Capital cities* *Compass* *Maps* *Route* *Plot* Volcano Eruption Magma chamber Crater Main vent Secondary vent Lava flow Ash cloud Tectonic plate Crust Mantle Outer core Inner core

UNCRC Links	**27 – It is your human right to have an adequate standard of living. How can a volcano eruption affect this?** **28 – It is your human right to receive an education. How might a volcano eruption affect this?**			
Year 3 Summer **Writing at Length**	**Earthquakes** **SIGNIFICANCE/CAUSE AND EFFECT** **PROCESSES** • Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes • Understand what an earthquake is, why it happens and how it is measured • Understand how settlements, agriculture and trade are affected by earthquakes • Compare earthquakes in Alaska and California, discussing their effects on the area	Know what an earthquake is. Know why an earthquake occurs. 1. Earth's Plates: The Earth's surface is made up of big pieces called *tectonic plates*. These plates are always moving, but very slowly. 2. Pressure Builds Up: Sometimes, the edges of these plates get stuck while the rest of the plate keeps moving. This causes pressure to build up. 3. Release of Energy: When the pressure becomes too much, the plates suddenly move, releasing energy. This makes the ground shake—this is an earthquake! Know that an earthquake is measure using a seismograph and how it looks at the magnitude of the earthquake. Know how Earthquakes Affect Settlements, Agriculture, and Trade *1. Settlements (Where People Live):* • Damage to Buildings: When an earthquake happens, it can shake the ground so much that houses, schools, and other buildings can crack or even fall down. This can make it hard for people to live in their homes. • Roads and Bridges: Earthquakes can also break roads and bridges, making it difficult for people to travel from one place to another. *2. Agriculture (Farming):* • Crops and Animals: If the ground shakes a lot, it can damage fields where crops grow. It might also scare or harm farm animals. • Water Supply: Earthquakes can break pipes or damage rivers, which farmers need to water their crops. Without enough water, crops might not grow well. *3. Trade (Buying and Selling Goods):* • Transporting Goods: If roads, bridges, or ports are damaged, it can be hard to transport goods like food, clothes, or toys from one place to another. This can make trade slow down. • Shops and Markets: If shops or markets are damaged by an earthquake, people might not be able to buy the things they need. Compare earthquakes in Alaska and California:	• Builds upon – knowledge of geographical processes developed in the unit on volcanoes. • Prepares for – in depth study of Iceland in Year 6	Aftershock Epicentre Fault line Foreshock Mainshock Magnitude Richter scale Tectonic plates Tremor tsunami

		1. Alaska: • Big Earthquakes: Alaska has some of the biggest earthquakes in the world. Because it's near where two of the Earth's plates meet, the ground can shake a lot. • Less Damage: Even though Alaska has big earthquakes, they don't cause as much damage to people and buildings. This is because Alaska has a lot of open space with fewer towns and cities. • Cold and Remote: Alaska is very cold and has many remote areas, so when an earthquake happens, it might be harder to get help to people quickly. *2. California:* • Frequent Earthquakes: California has many small to medium-sized earthquakes because it's also near a big crack between two plates, called the San Andreas Fault. • More Damage: Since California has many cities and towns, even a small earthquake can damage buildings, roads, and homes. More people live there, so more people can be affected. • Preparedness: Because earthquakes happen often, California has lots of safety plans and strong buildings to help protect people when an earthquake happens.		
UNCRC Links	**24 – It is your human right to the best possible health. How might an earthquake stop children from accessing this?**			
Year 3 Fieldwork	**FIELDWORK** • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies • Local walk around Bredbury to measure and record indicators of trade in the area • Children to measure how many people enter a shop in an hour/how many lorries or company vehicles pass them within an hour • Present their findings in a graph	Tally chart to measure how many people enter a shop in an hour/how many lorries or company vehicles pass them within an hour. Present findings in bar chart using pictorial representations.	• Builds on – mapping skills undertaken in KS1 and their knowledge of the local area developed in earlier years • Prepares for – fieldwork to the river Goyt (local river) where they will have to measure and record data in Year 4	Observe Measure Record Trade Skill Present Bar graph Axis Label

Year 4 Autumn	**<u>Mountains</u>** **SIGNIFICANCE/CAUSE AND EFFECT** **PLACE** • Human geography including: types of settlement and land use and trade links • Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes • Understand features of UK mountains (Snowdon, Kinder Scout, Ben Nevis) and how they are formed • Understand the climate and weather changes that are found on mountains and how this can affect trade, settlements and agriculture • Understand how cartographers present mountains on topographical maps	•	• Builds on - knowledge of villages and farms to extend geographical vocabulary further from these simple words in KS1. Also builds on knowledge of geographical processes in Year 3. • Prepares for – in depth study of mountains and rivers of the UK in Year 5, as well as study of Iceland in Year 6	Altitude Ascend Base Climate Contour Crevice Decline Expedition Face Fissure Fold Incline Mountain range Peak Ridge Plateau Slope Tectonic plate Summit Valley
Year 4 Spring **Writing at Length**	**<u>Rivers</u>** **POWER/APPRECIATION** **PLACE** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics – coastlines and rivers. • Describe and understand key aspects of physical geography including:, rivers and the water cycle • Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and the wider world • Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied • Identify the key features of rivers and how they are formed • Understand how trade, settlements and agriculture are affected by rivers • In depth study of the Amazon River, drawing comparisons to local rivers (Goyt and Mersey) and the River Nile	•	• Builds on – knowledge of the local area developed in KS1 and Year 3 when conducting fieldwork and discussing biomes • Prepares for – Year 5 mountains and rivers of the UK unit, which will consolidate and apply knowledge gained in Year 4 and 3 to a single study of the UK. Additionally prepares for the in depth study of the Amazon rainforest in Year 5.	Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources minerals
UNCRC Links	**24 – You have the human right to the best possible health. This includes clean water. How does your knowledge of the water cycle and rivers link to this?**			

Year 4 Fieldwork	**FIELDWORK** • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies • Local walk to the river Goyt to measure the current and flow of the river using the 'table tennis ball experiment' • Children to locate the features of the river Goyt • Use an ordnance survey map to identify and label features of the river Goyt	•	• Builds on – KS1 knowledge of the local area and Year 3 fieldwork within Bredbury, as well as knowledge gained in their study of rivers • Prepares for – study of the amazon river, study of rivers and mountains of the UK, the use of ordnance survey maps to orienteer in Year 6.	Biomes Coastlines Vegetation belts Flood plains Distribution Source Meander Erosion Delta Tributaries Water cycle Natural resources Minerals Observe Measure Record Trade Skill Present Bar graph Axis Label
Year 5 Autumn (Short Unit)	**The Globe** **INFLUENCE/CAUSE AND EFFECT** **PLACE** • Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Use appropriate vocabulary to discuss locations on the Earth's surface e.g. Northern Hemisphere, Southern Hemisphere, equator • Identify these key features on a globe and within an atlas • Understand the different biomes and climates on Earth and associate these with the locations studied e.g. equator	Use appropriate vocabulary to discuss locations on the Earth's surface e.g. Northern Hemisphere, Southern Hemisphere, equator • See vocabulary list Understand the different biomes and climates on Earth and associate these with the locations studied e.g. equator • Name and know the features of: Tundra, Coniferous Forest, Temperate Deciduous Forest, Rainforest, Grassland, Shrubland and Desert. • Know that: a tundra is the coldest of the biomes, coniferous forests are between the tundra to the north and deciduous forests to the south, temperate deciduous forest is located in the mid-latitude areas, rainforest biome remains warm all year, grassland biomes are open continuous fairly flat areas of grass except Antartica, Shrubland is composed of shrubs and small trees and a desert biome receives very little rainfall.	• Builds on – knowledge of the concept of place built throughout KS1 and through teaching of mountains and rivers, as well as knowledge of biomes from Y3 and Y4. • Prepares for – Understanding the regions of the UK and the mountains and rivers within them, as well as studies in Science	Latitude Longitude Equator Tropic – Cancer & Capricorn Hemisphere – Northern & Southern Arctic Circle Antarctic Circle Prime Meridian Greenwich Meridian Biome Climate Trade Globe Atlas Tundra Coniderous Forest Temperate Deciduous Forest Rainforest Grassland Shrubland Desert
Year 5 Spring	**Mountains and Rivers of the UK** **SIGNIFICANCE/APPRECIATION** **PLACE** • Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a European Country • Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Name the mountain ranges and rivers found in the UK and identify them on a map (e.g. Eryri, river Severn) Mountains: • Scotland – Grampian Mountains, Ben Nevis • England – Pennines, Scafell • Wales – Cambrian Mountains, Snowdon (say it in Welsh) • N.Ireland – Mourne Mountains, Slieve Donard Rivers • Scotland – River Tay • England – River Mersey	• Builds on- studies of mountains and rivers in Year 4, as well as current understanding of mapping skills, settlements, trade and agriculture. • Prepares for – Comparing the mountain ranges and rivers of the UK to mountain ranges and rivers in a contrasting European country (Iceland) in Year 6	Region Mountain ranges *Altitude* *Ascend* *Base* *Climate* *Contour* *Crevice* *Decline* *Expedition* *Face* *Fissure*

	• Name the mountain ranges and rivers found in the UK and identify them on a map (e.g. Eryri, river Severn) • Name and locate different regions of the UK • Understand how settlements, trade and agriculture is affected by mountains and rivers in the UK, and how this has changed over time	• Wales – River Severn (flows into England) • N.Ireland – River Lagan Name and locate different regions of the UK • Know that there are 9 regions • These are: These are London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West. Understand how settlements, trade and agriculture is affected by mountains and rivers in the UK, and how this has changed over time • Know that mountains are not a suitable settlement location • Know that rivers provide opportunities for trade • Know that historically, agriculture has been located close to rivers but advances in technology has meant that farm locations have changed		*Fold* *Incline* *Mountain range* *Peak* *Ridge* *Plateau* *Slope* *Tectonic plate* *Summit* *Valley* REVISIT VOCABULARY FROM MOUNTAINS AND RIVERS IN YEAR 4
Year 5 Summer **Writing at Length**	**<u>Biomes and Vegetation Belts (The Amazon Rainforest)</u>** **INFLUENCE/POWER** **ENVIRONMENT** • Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America • Name an locate counties and cities of the UK, their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Name and understand the differences between layers of the Amazon rainforest • Name and understand different types of vegetation belts and what they impact • Understand how settlements, trade and agriculture is affected in the Amazon Rainforest, including by the Amazon River	Name and understand the differences between layers of the Amazon rainforest  Name and understand different types of vegetation belts and what they impact  Understand how settlements, trade and agriculture is affected in the Amazon Rainforest, including by the Amazon River •	• Builds on – knowledge of biomes, settlements, trade and agriculture studied throughout KS1 and KS2. Also draws upon knowledge gained in Year 4 when learning about the Amazon River. • Prepares for - KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	Emergent Canopy Understory Forest Floor Forest Grassland Tundra Desert Ice sheet
Year 6 Autumn	**<u>Iceland In Depth</u>** **APPRECIATION/STRUCTURES** **PROCESSES**	**<u>Iceland</u>** • Know that Iceland is in Europe but – like the UK – is an island. • Iceland has a cool climate and summers are mild, due to a warm ocean current.	• Builds on – knowledge of geographical processes (such as tectonic plates, earthquakes and mountain formation) studied throughout Key Stage 2, as	Vatna Glacier Volcano Gulf Stream Tectonic Plates Geysers Geothermal

	• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within a contrasting European country • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Understand the process behind the formation and effects of Iceland's volcanoes and earthquakes, and how biomes and climate affect these • Use digital mapping to create a map of these key features in Iceland and compare to the UK	• Iceland has tundra, grasslands and forests. • Iceland's rivers are often fed by melting glaciers. Glaciers cover about 11% of Iceland. A famous glacier is the Vatna Glacier. • The Aurora Borealis can be seen from Iceland, as well as other Nordic countries. • Iceland has geysers. Geysers are natural fountains, powered by underground heat. • Many of Iceland's mountains are formed by volcanoes. • Iceland sits on a tectonic plate boundary and there are approximately 200 volcanoes. • Iceland generates energy using rivers and waterfalls. Iceland also generates geothermal energy. This is a five step process: - Hot rocks beneath the ground - Drilling wells - Hot water and steam come to the surface - Turning Turbines - Heating homes and water **Digital Mapping** • Use digital mapping software (https://digimapforschools.edina.ac.uk/) to layer features in Iceland and the UK. Focus on similarities and differences in relation to their position on a tectonic plate, number of volcanoes and biomes.	well as knowledge revisited about trade, settlements, agriculture, biomes and climate. Also builds upon existing knowledge of Europe. • Prepares for KS3 objective: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts	Waterfalls Arora Borealis
Year 6 Summer Writing at Length	**The Galapagos Islands** **SIGNIFICANCE/POWER** ENVIRONMENT • describe and understand key aspects of: physical geography, including: **climate zones, biomes** and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Understand how the Galapagos Islands were formed • Understand and name the biomes, vegetation belts, climate zones and ecosystems found in the Galapagos Islands • Understand why settlements, trade and agriculture are so different to the UK	• The Galapagos Islands are a part of Ecuador and they are highly protected. They are situated on the equator. • The Galapagos Islands were formed by volcanic activity. They are on the Nazca plate and this is the namesake for some indigenous species. • The oldest islands, such as Espanola, were formed millions of years ago. The newst islands, such as Isabela, are still forming today and have active volcanoes. • Santiago Island has extensive lava fields and flows • Fishing is the main source of trade in the Galapagos Islands, however there are strict permitting laws in order to protect the endemic species that cannot be found anywhere else in the world. Examples of these endemic species are the: Galapagos tortoise, Galapagos finch, marine iguana, Galapagos penguin, Galapagos mockingbird, Galapagos lava lizard and Galapagos albatross. • The biomes and vegetation belts found in the Galapagos are costal, arid, humid and marine.	• Builds upon all prior knowledge gained in 'Environment', 'Processes' and 'Place' over their course of study. • Prepares for KS3 objective: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	Vegetation belts Flora Fauna Latitude Species Discovery Biome
Year 6 Residential	**Fieldwork** **CAUSE AND EFFECT/STRUCTURES** • Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plan and graphs and digital technologies	• Know how to use and Ordinance Survey Map to reach a specific location. • Apply this knowledge, reading grid references accurately to find specific locations.	• Builds upon all geographical mapping knowledge learnt throughout their time in primary school. • Prepares for fieldwork objectives in KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field ♣	Ordnance Survey Map Grid reference

			interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs ♣ use Geographical Information Systems (GIS) to view, analyse and interpret places and data ♣ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	