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Geography Curriculum Intent	Curriculum Drivers
At Meynell we aspire to help our children develop as geographers through a range of learning experiences that are underpinned by our key intentions for learning in this subject: 1. It is our intention that all children will develop a sense of <u>geographical understanding</u> about the world, as well as their place in the global **community.** We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 2. We intend to have clear and logical progression of knowledge and skills, which should help students to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Meynell and also to their further education and beyond. 3. It is our intention that children will be able to use their understanding to reflect and understand how the presence or lack of **fairness and equality** in various forms has shaped society through both human and physical geographical factors. 4. It is our intention that children acquire the necessary skills to conduct <u>geographical enquiries.</u> Geography is, by nature, an investigative subject. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. 5. It is our intention that children leave Meynell with the practical skills to be confident geographers. This includes <u>map reading, directional and locational skills, map choice and understanding of scale and perspective.</u> We believe that geography is not simply a subject learnt in school, but a life skill essential to successful adulthood. 6. It is our intention that children's **aspirations** will be raised through exposure to a variety of geographical careers and through studying how human and physical geography has evolved and overcome adversity throughout history. 7. It is our intention that children will understand how geographical factors have shaped our current society, including how location, resources and environmental issues have impacted upon our understanding of **health** across the world. 8. It is our intention that children will have a rounded understanding of **conservation issues** which allows them to form their own opinions based upon evidence and generate their own ideas for change. 9. It is our intention that children develop a progressive geographical vocabulary that enables them to <u>communicate</u> their ideas and opinions. 10. It is our intention that children are fully prepared for the outside world and are equipped to be successful in further education and employment.	

<u>EYFS</u>

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Long term Geography plan	
2-3	Enjoys looking at pictures of themselves and their family Is curious about other people Make connections between their own family and other families – similarities and differences Notices differences between people – ensure the setting display a diverse range of resources
3/4	Look at the children's life stories and their families – through discussion of photographs and information from home Begin to develop positive attitudes towards differences in people Begin to understand there are different countries in the world and where they live Continue to develop a positive attitude towards differences in people Show an interest in different occupations – what do their parents do? What would they like to become? Be able to talk about the differences they have experienced in different countries or what they have seen in photographs
FS2	Talk about members of their immediate family and community and be able to name and describe them. Name and describe people who are familiar to them, including members of their immediate family and in the community. Teach children about different countries and how the lives of people there are similar or different to ours. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Be able to recognise that some people have different beliefs and celebrate special times in different ways. Name and explain places of worship and places in the local community drawing on their own experiences where possible Be able to draw on information from a single map Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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.

KS1

Long term Geography plan						
	A1	A2	S1	S2	SU1	SU2
Y1	What is shopping, and how has it changed over time? (History) Everyday materials	Where do leaves go in the winter? (Seasonal changes)	Where do we live? (Geography)	What makes a plant? (Plants)	What is transport, and how has it changed over time? (History)	What are deserts? (Geography)
Y2	What was the Great Fire of London, and what consequences did it have? (History) How can materials change?	What makes a good habitat? (Living things and their habitats)	Can you tell a Tinga Tinga tale? (Geography)	How can we stay healthy? (Animals including humans)	What is nursing, and what famous nurses have lived in Britain? (History)	Why is water important? (Geography) How do you grow a plant? Plants

KS2

	A1	A2	S1	S2	SU1	SU2
Y3	When did most people change from a nomadic way of life to settled agriculture and how did this happen? (History) How can we attract and repel? Forces and magnets	How does our body support itself? (Animals including humans)	Peak District (UK based Geography)	How do plants survive? (Plants) What stops it being dark? Light	Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation? (History)	Why is Poland popular with tourists? (Geography) Can we make a circuit? Electricity
Y4	Why is ancient Greece considered to be so influential to the modern world? (History) What was the Roman Empire, and how did it impact Britain and the wider world? (History)	What happens to the food we eat? (Animals including humans)	What makes the earth angry? (Geography) What makes a rock? Rocks	Can we classify like a scientist? (Living things and their habitats)	Who were the Anglo-Saxons and how did they change Britain? (History) How do we hear? Sound	Where does water come from? (Geography) What are the states of matter? States of matter
Y5	What can the historical kingdom of Benin tell us about the different ways of seeing history? (History)	Will we ever send another human into space? (Earth and space)	Biomes (Geography) What is a life cycle? (Living things and their habitats)	Are these changes reversible? (States of matter)	Who were the Vikings and the Normans, and how did they change Britain? (History)	Why are bananas so important? North America (Geography) How do humans grow?

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					What is a force? Forces and Magnets	Animals including humans
Y6	What were the causes and consequences of World War 2? (History)	What would a journey through your body look like? (Animals including humans)	Sheffield (Geography)	Extreme Electricity (Science) What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today? (History)	What are civil rights and human rights, and what notable figures have contributed to their advance? (History) How do we see light? (Light)	Why does migration matter? (Geography) (Living things and their habitats) + How have things changed over time? (Evolution and inheritance)

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Geography Progression									
}{	2 - 3	3 - 4	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	Notices detailed features of their environment.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Children know about similarities and differences in relation to places. Talk about the features of their own immediate environment and how environments might vary from one another. Know they live in Sheffield UK	Name and locate **Parson Cross**, **Sheffield**, **Yorkshire, England**, **UK**	Name, locate and identify characteristics of **the 4 countries and capital cities of the United Kingdom** and its **surrounding seas**	**Identify** the position of Equator, Northern Hemisphere, Southern Hemisphere	Identify the **significance** of Equator, Northern Hemisphere, Southern Hemisphere	Identify the **position and significance** of The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, identify latitude, longitude.	Identify the **position and significance of the Prime/Greenwich Meridian and time zones (including day and night)**.
					Name and locate the world's **7 continents** and **5 oceans**				
					Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Locate the world's countries, using maps to focus on **Europe (including the location of Russia)** concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		Locate the world's countries, using maps to focus **on 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.
Place Knowledge	Enjoys playing with small world models such as a farm, a garage or a train track. Notices detailed features of their environment.	Shows an interest in occupations and ways of life. Comments and askes questions about aspects of their familiary world such as the place they live or the natural world.	Talk about the features of their own immediate environment and how environments might vary from one another.	Begin to learn names of some places within/around the UK. E.g 4 countries of the UK, Skegness	Understand geographical similarities and differences through studying the human and physical geography of **Sheffield** and **Kenya**	Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom – Peak District**, a region in a **European country Poland.**		Understand geographical similarities and differences through the study of human and physical geography of a region in **North America**	
Human and Physical Geography			Looks closely at similarities, differences, patterns and change.	Use basic geographical vocabulary to refer to: key physical features, including: **forest, hill, sea, river weather**	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 port, harbour**	Describe and understand key aspects of: Physical geography: **mountains**	Describe and understand key aspects of: Physical geography including: **volcanoes, tsunami, earthquakes, water cycle, rivers**	Describe and understand key aspects of physical geography, including: **climate zones, biomes** and **vegetation belts.**	Describe and understand key aspects of physical geography: **climate zones, rivers.**
				Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, shop		Describe and understand key aspects of: Human geography, including: **types of settlement** and **land use.**		Describe and understand key aspects of human geography, including: **distribution of natural resources including energy, food, minerals and water.**	Describe and understand key aspects of human geography including: **economic activity including trade links**, **distribution of natural resources including energy, food, minerals and water**
				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					
Geographical Skills and Fieldwork			Create and follow an imaginary map. Talk about photos from their immediate environment. Understand forward and Follow directions (Up, down, left/right, forwards/backwards)backwards.	Investigate their surroundings To follow a route on a simple map in the school grounds (snail park school field) digimaps/google earth	Investigate their surroundings to follow a route on a map.	Follow a route on a map with some accuracy. (e.g. whilst orienteering)		Measure straight line distance on a plan.	
				Make observations about where things are e.g. within school or local area.	Make simple comparisons between features of different places.	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments Analyse evidence and draw conclusions e.g. from field work data on land use

									comparing land use/temperature, look at patterns and explain reasons behind it Collect and record evidence unaided
				Use own symbols on imaginary maps and recognise that it is about a place.	Begin to understand the need for a key. Use class agreed symbols to make a simple key. Use teacher drawn base maps to visit the library.	Know why a key is needed. Understand the importance of standard symbols on maps. Use letter/no. co-ordinates to locate features on a map.	Know why a key is needed. Begin to use 4 figure co-ordinates to locate features on a map.	Draw a sketch map using symbols and a key; Use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data.	Use 6 figure grid refs; use latitude and longitude on atlas maps. Use 4 figure co-ordinates confidently to locate features on a map. Draw a variety of thematic maps based on their own data.
					Find land/sea on globe. Begin to spatially match places and physical features (e.g. recognise UK on a small scale and larger scale map, land/sea) Use large scale OS maps. Use an infant atlas	Locate places on larger scale maps e.g. map of Europe. Begin to use map sites on internet. Begin to use junior atlases. Use large scale OS maps. Begin to identify features on aerial/oblique photographs.	Begin to recognise symbols on an OS map.	Use/recognise OS map symbols. Find/recognise places on maps of different scales. (E.g. river Nile.)	
					Use simple compass directions NSEW	Use 4 compass points to follow/give directions	Use 4 compass points confidently Begin to use 8 compass points	Use 8 compass points confidently	Use 8 compass points confidently and accurately.

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Medium term Geography plan Year 1

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to look at how we can care for our local environment	Community We intend to look at how people live in desert communities
Lead topic question	Overarching enquiry question: Where do we live?	Overarching enquiry question: What are deserts?
Tier 3 Vocabulary	Tier 2: •**city:** (noun) a large settlement •**left ← /right →** (adjective): describing where something is, e.g. *on the left/right side of* •**local:** (adjective) describing something that is in a small, nearby area •**map**: (noun) a representation of a place, usually drawn on a flat surface. Maps present information in a simple, visual way. •**national:** (adjective) describing something that is in the country (e.g. England or the UK) •**settlement:** (noun) a place where humans live •**town:** (noun) a medium-sized settlement •**village**: (noun) a small settlement Tier 3: •**aerial photograph** (noun): a photograph of a place taken from the air	Tier 2: **weather**: (noun) the daily state of the air around us, such as **sunny**, **warm**, **rainy**, **cold**, **windy**. **globe** (noun): a round object that shows us geographical features of the Earth. **desert**: (noun) a place that has a very dry climate. It can hot or cold. Tier 3: **sand dune**: (noun) hills made out of sand. They can be found in hot deserts **North Pole** (Noun): the point at the very top of the Earth. **South Pole** (Noun): the point at the very bottom of the Earth.
Progression coverage	**Learning Question 1: Can I create an imaginary map?** • Know that a landmark is something recognisable we might see on a journey. • Know that the compass points North, East, South and West help us go in a direction. **Learning Question 2: What is a human feature?** • Know that human features are made by people. • Know that houses and buildings are human features. • Know that in towns and cities we find human features. **Learning Question 3: What is a physical feature?** • Know that physical features are natural and not made by people. • Know that rivers and hills are physical features. • Know that physical features would be there without humans. **Learning Question 4: Can I plan a route around Parson Cross using Digimaps?** • Know that Parson Cross is in Sheffield. • Know that Sheffield is in England. • Know features in our local environment. • Know that we can use maps to follow a route. **Learning Question 5: Can I follow our Digimap route?** • Know the direction for left, right, straight ahead. • Recognise simple hazards.	**Learning Question 1: What is a globe?** • Know that a globe is a round map of the Earth • Know the equator is an imaginary line across the Earth • Know the North Pole and the South Pole are at the top and bottom of the Earth **Learning Question 2: What is weather?** • Know that weather is short-term. (Climate is long-term summary of the weather conditions) • Know different weather conditions such as wind, rain (precipitation), sun, snow, fog (climate is hot, cold, dry and wet) • Know our weather often follows four seasons **Learning Question 3: What are deserts?** • Know deserts are places where there is very little rain fall • Know hot deserts have a very hot and dry climate • Know cold deserts have a very cold and dry climates **Learning Question 4: Where are deserts located?** • Know that hot and cold deserts are found in all over the Earth and come in different sizes • Know hot deserts are usually found near the Equator • Know cold deserts are usually found near the North and South Poles • Know the Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall) **Learning Question 5: What are the features of hot deserts?** • Know features of a hot desert include rocks, sand dunes and small settlements where humans live • Children might identify features of hot deserts using photographs **Learning Question 6: What are the features of cold deserts?** • Know features of a cold desert include mountains and ice and (research stations where humans live temporarily) • Children might identify features of cold deserts using photographs

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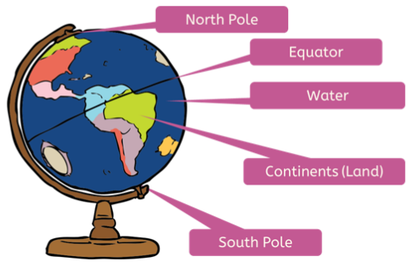
Substantive — Lesson 1. Know that a globe is a round map of the Earth

Globes and what they can show us

Pupils will focus on what we can see on a globe (which represents our world).

They will focus on:

- **Land** vs **water** (The **Equator**, the imaginary line that runs around the middle of the Earth, which helps geographers to identify places
- **North Pole** and **South Pole**, as points at the very top and very bottom of the Earth. These are points, not large areas of land.



Additional Knowledge

The **Equator** is a **line of latitude**, which are horizontal lines around the Earth. There are others, such as the Tropic of Cancer and the Tropic of Capricorn (which sit either side of the Equator), and the Antarctic and Arctic circle. Pupils will learn about these in KS2.

There are also **lines of longitude**, which are vertical lines, of which pupils will learn about the Prime Meridian in KS2.

There is a difference between the 'true' North and South pole and the 'magnetic' north and south pole. The former are the two points where the axis on which the Earth rotates meet the surface of the Earth. The true North Pole is under water. The magnetic north pole is actually underneath land, in Canada. When you're at the true North Pole, your compass would point towards Canada! See here for more.

Common Misconceptions

"Antarctica is the South Pole"

This is not technically correct. The South Pole is a point within Antarctica – the pole is not a place that spans the whole continent.

Substantive — 2. Weather and Climate

What is weather?

Weather is short-term. It is a description of conditions in a particular place in a short period of time. For example, you may have a sunny morning and rainy afternoon.

See this BBC video (for teachers) for more information on why the British weather is so unpredictable!

In this unit, pupils should add **precipitation** to their weather vocabulary. This is any kind of water that falls to the Earth, such as rain, snow, mist, hail or sleet.

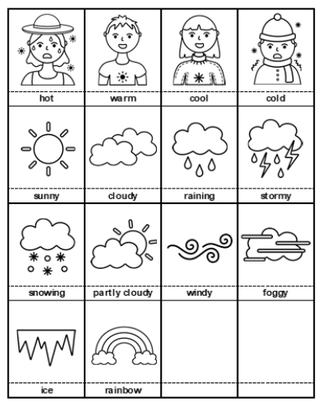
What is climate?

Climate is the long-term pattern of weather. It is the average set of conditions in a place over 30 years or so.

While we're used to the weather changing rapidly – particularly in the UK – the climate takes much longer to change. This is why climate change – and how quickly it is happening – is a concern.

Descriptions of a climate can include: **hot, cold, dry** and **wet**.

Example weather words



Common Misconceptions

"It never rains in places with a hot climate" (or similar)

No – the climate is what the weather is like most of the time. Other weather can still happen, it just happens less often.

Substantive — 3. What are deserts?

A **desert** is an area that is very **dry**. To be specific, a desert is an area that receives less than 250mm precipitation per year. A desert can be **hot** or **cold**, depending on its location.

A hot desert (the Sahara desert)

A cold desert (the Katpana desert)

Whether it is hot or cold, a desert has hostile living conditions for plants and animals: with very little water and extremes in temperatures it is a very challenging place to live. This means that deserts are often quite **barren** landscapes.

Common Misconceptions

Deserts are always very hot places.

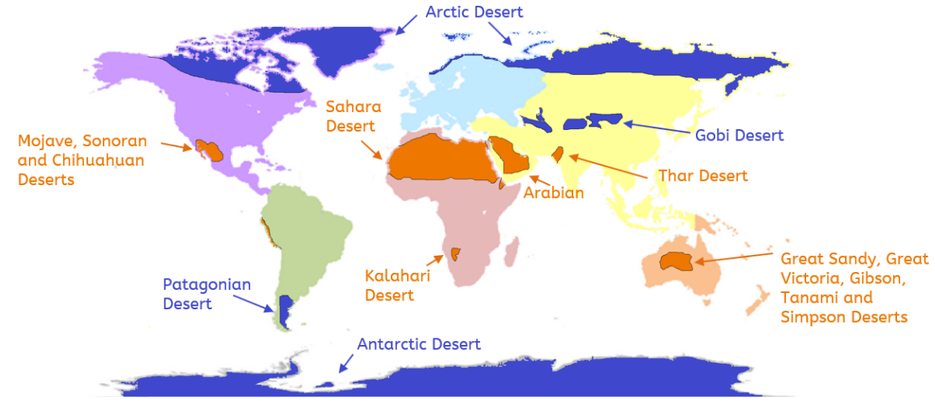
No – deserts are always very dry, but can be hot or cold.

Deserts never get rain

No – deserts will get some rain, it is just very small amounts

Substantive — 4. To know where deserts are located.

Deserts are found in all seven continents of the world.



Common Misconceptions

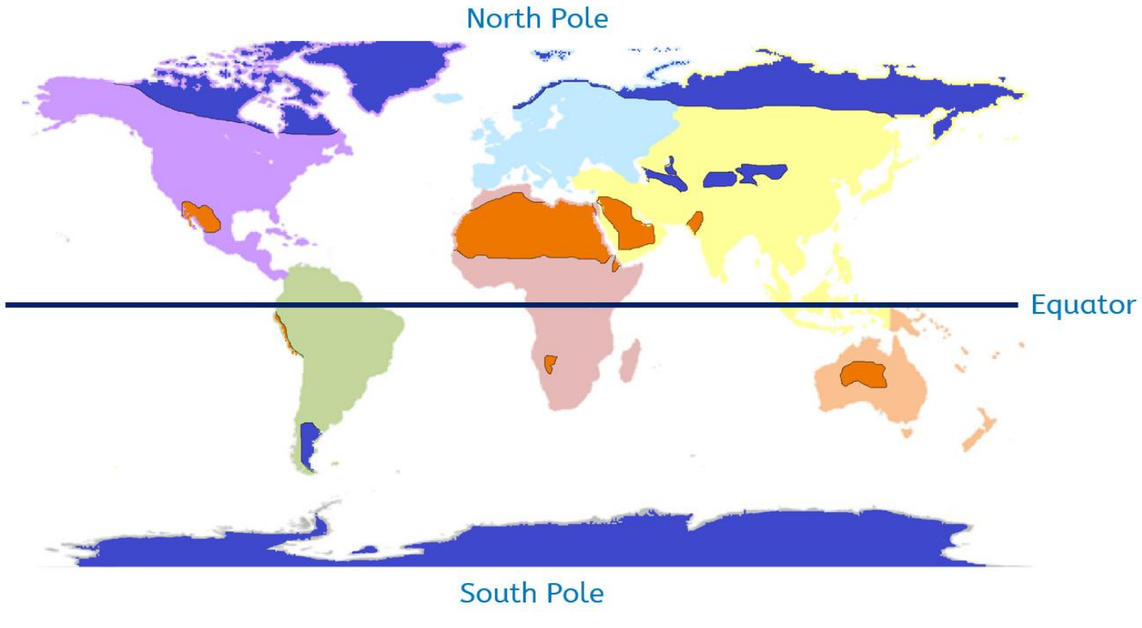
Cold deserts are only found at the North and South Pole

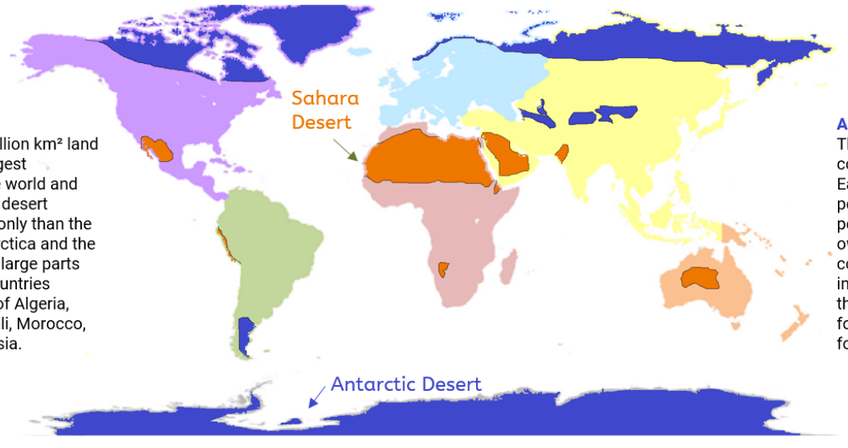
No – for one thing, the North and South Poles are very specific points and not a wider region. For another, cold deserts can be found further north/south

Hot deserts are only found in Africa

No – hot deserts are also found in Oceania, Asia and North America

Most hot deserts are found nearer the **Equator** and most cold deserts are found nearer the **North** and **South Poles**





Sahara Desert
It covers 9 .2 million km² land area it is the largest hot desert in the world and the third largest desert overall, smaller only than the deserts of Antarctica and the Arctic. It covers large parts of 11 African countries including parts of Algeria, Egypt, Libya, Mali, Morocco, Sudan and Tunisia.

Antarctica
This continent and desert covers nearly 9% of Earth's land area. No people live there permanently and it is not owned by any one country; since 1961 an international treaty ruled that it should be a place for science only. See here for more information.

Common Misconceptions

Cold deserts are only found at the North and South Pole

No – for one thing, the North and South Poles are very specific points and not a wider region. For another, cold deserts can be found further north/south

Hot deserts are only found in Africa

No – hot deserts are also found in Oceania, Asia and North America

Substantive

5. Physical and human features in hot deserts

Physical features of hot deserts include:

- **rocks**
- **sand dunes** – hills made out of sand. Very little vegetation
- **oasis/oases** (singular/plural) – small areas where water is found in a desert where there is more vegetation.

Human features of hot deserts include:

- small **settlements**, like villages and towns, located around **oases**. Some people in hot deserts live nomadic lifestyles, and move from place to place (usually oasis to oasis, because humans need water to survive).


rocks


sand dunes


oasis


Al-Jawf, a town around an oasis in the Sahara Desert (in Libya)

Substantive

6. Physical and human features in cold deserts

Physical features of cold deserts include:

- **mountains**
- **ice sheets** – a layer of ice that covers land for a long period of time
- very little vegetation

Human features of cold deserts include:

- small **settlements**. These are for research only, and scientists will spend periods of time there before returning to their home country. There are 70 permanent research stations scattered across the desert/continent, which represent 29 countries across Africa, North America, South America, Europe, Asia and Oceania. In the summer, over 1000 scientists may live on Antarctica in various research stations.


Pegasus mountains, in the Antarctic


ice sheets in the Antarctic


Rothera Research Station, the largest British facility in Antarctica. It is home to 100 scientists in the summer and 22 in the winter.

Common Misconceptions

There is lots of snow in Antarctica so it must snow a lot there

No – the snow and ice found in cold deserts has been present for thousands of years. Because temperatures are so cold, it stays there and does not evaporate. It is a desert, so precipitation – including snow/hail – is less than 250mm per year.

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Medium term Geography plan Year 2

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to look at how wildlife is protected in Kenya.	Community We intend to look at how water can be shared and protected by communities.
Lead topic question	Overarching enquiry question: How is life in Kenya different to in Sheffield?	Overarching enquiry question: Why is water important?
Tier 3 Vocabulary	Tier 2: •**city:** (noun) is the largest type of settlement, containing lots of buildings and lots of people. •**country:** (noun) an area of land that is controlled by one person or group of people. •**hill:** (noun) is an area of high ground that is smaller and usually less steep than a mountain. •**house:** (noun) a building where people live. •**human feature:** (noun) something that is built by humans and would not have existed in nature without humans, such as a house or factory. •**mountain:** (noun) an area of high ground that is taller and usually steeper than a hill. •**physical feature:** (noun) naturally created feature such as an ocean or hill. •**sea:** (noun) large expanse of water that surround land. •**tourist:** (noun) a person who is travelling to, or visiting a place for pleasure. Tier 3: **Continents of the world**: Asia, Africa, Australasia, Antarctica, North America South America and Europe.	Tier 2: **fresh water** (noun): water that has no salt in it **lake** (noun): a large body of fresh water **ocean** (noun): a large body of salt water. It is larger than a sea. **river** (noun): the downhill pathway taken by water from the source to mouth **sea** (noun): a body of salt water. It is smaller than an ocean, and usually is found near coasts. **Tier 3:** **oceans of the world:** Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean **Seas around the UK**: Celtic Sea, English Channel, Irish Sea, North Sea, *Atlantic Ocean*
Progression coverage	**Learning Question 1: What are the names of the world's 7 continents and where are they located?** • Know that a continent is a very large area of land. • Know that there are 7 continents: Asia, Africa, Australasia, Antarctica, North America South America and Europe. • Know that we live in Europe. **Learning Question 2: What are the names of the world's 5 oceans and where are they located?** • Know that an ocean is a huge body of salt water. • Know that there are 5 oceans: Pacific (the largest), Atlantic, Indian, Southern and Arctic **Learning Question 3: What makes Kenya an interesting country?** • Know that Kenya is a country in Africa. • Know that Nairobi is the capital city of Kenya. • Know that Kenya has cities and countryside. **Learning Question 4: How does life in Kenya compare with life in the UK?** • Know that Kenya is normally hotter than the UK. • Know that Kenya is more mountainous. • Know that like the UK, Kenya has rural and urban areas with villages, towns and cities. • Know the four countries of the UK and *some characteristics* of each • Know the capital cities of the four countries in the UK • Disciplinary: Make simple comparisons between features of different places. **Learning Question 5: What are the similarities and differences between life in Kenya and the UK?** • Know some of the ways that life is similar for children in both Kenya and the UK. • Know some of the ways that life is different for children in both Kenya and the UK. **Learning Question 6: How can I use a base map to visit a location?** • Know that maps use drawings and pictures to show landscapes. • Know that maps contain symbols that show key features of a landscape. • Know that North, East, South and West show directions.	**Learning Question 1: Where is the world's water?** • Rivers, lakes, seas and oceans are all bodies of water. • Rivers flow into lakes and seas; seas connect to oceans. • Know where to find bodies of water (introduction to rivers, lakes, seas and oceans before learning about each one in more depth) • **Learning Question 2: What is a river?** • Know rivers travel from highland areas (the source) to lowland areas (the mouth) • Know human features around rivers include valleys, mountains, hills and vegetation **Learning Question 3: How do humans use rivers?** • Know Land use is how land is used by humans. • Land use can include economic, leisure, or settlements **Learning Question 4: What are the names of seas and oceans around the world?** • Know the seas that surround the UK are the North Sea, the Irish Sea and the English Channel • Remind children of previous learning around 5 Oceans. there are five oceans in the world. These are larger than seas. • Know the seas around the UK flow into the Atlantic Ocean **Learning Question 5: How do humans use seas and oceans?** • Know humans use seas and oceans for economic and leisure uses. • Know harbours are found (and ports can be found) where the land meets the sea • Know that sailors use North, South, East and West to navigate • Know how to use simple compass directions **Learning Question 6: Why it is important to protect the rivers, seas and oceans?** • Know it is important to protect our rivers, seas and oceans, and there are a range of ways that we can act. • Know some of the ways that human activity threatens rivers, seas and oceans. • Know what we can do as individuals to help protect

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Substantive — Lesson 1: Where is water around the world?

Where is the world's water?

Pupils will be familiar with water – is all around them. In this lesson, we talk about:

- Where we know water is (e.g. swimming pools, taps, puddles etc, by way of introduction).
- How much of the Earth is covered in water (most – 71%!).
- Types of water: **freshwater** and **saltwater** (96.5%)
- Where water is found:
  - **Rivers**
  - **Lakes**
  - **Seas**
  - **Oceans**

However, we will not go into detail into what we mean by rivers, lakes, seas and oceans in this lesson

Common Misconceptions

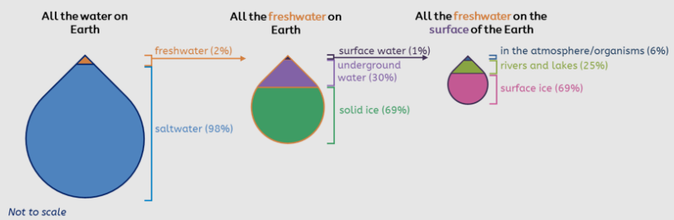
All water is drinking water.

This is not true. Only a small proportion of the world's water is fresh (i.e. not salty) and of the freshwater, not all is clean and ready for us to drink. For example, we should not drink water from rivers, even if it is not salty!

Additional Knowledge

In **year 4**, pupils will add to their knowledge about the distribution of the world's water:

- The amount of water on the planet is constant. No more is added, and none ever leaves.
- The total amount of water stored on the planet is constant, but where and how it is stored changes regularly.
- In general, the vast majority of water is saltwater, stored in oceans. Of the freshwater, most is stored in ice (either as solid ice or surface ice) and only a very tiny proportion – 0.005% of all the world's water – is freshwater found in lakes or rivers (see right).



Substantive — Lesson 2: What is a river?

The journey of a river

The place where a river starts is its **source**. This is in **highland** areas (land that is many metres above sea level; land that is 'high up).

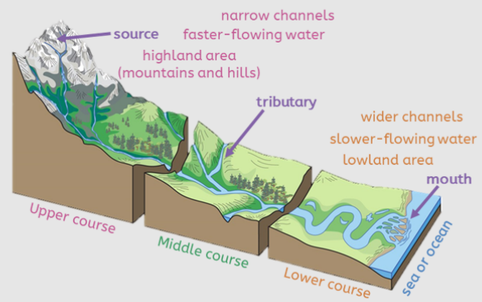
The place where the river ends and meets anther body of water – usually a sea or ocean – is called the **mouth**. This is in **lowland** areas (where the land is at sea level, where the river water can meet it).

Features along a river

Pupils will focus on the features that they have considered before (mountain, hill, forest) but also add two new features to their vocabulary: **valley** and **vegetation**. You can also introduce waterfalls.

Additional Knowledge

In **year 4**, pupils will learn that the river's journey is split into three courses. We have chosen not to go into the detail of these courses for Year 2, because we just want pupils to have mastered the terms of source and mouth, and understand that the river flows downhill from high to low land.



Common Misconceptions

Rivers flow inland from the sea.

This is incorrect. Rivers flow from their source in highland rivers, downhill to the mouth. This misconception may come from the fact that waves come into the shore, and pupils may consider these waves to be flowing into rivers.

Rivers in the countryside are all clear and clean.

Depending on where you are in the country, the rivers the children might regularly will look different. While there are some pristine waterways in the UK, there are many urban and polluted waterways.

Additional Knowledge

The mouth of a river is a general term, and there are different types of river **mouth**. For example, an estuary is where a freshwater river meets a tidal body of saltwater, or a delta – a low-lying plain – is formed from deposits of sediments at the mouth of the river.

Substantive — Lesson 3: How do humans use rivers?

Land use

Land use is all about how land is used by humans. It includes a range of things, but for this lesson on rivers, we will focus on:

- **Economic** activities (i.e. activities that make money, such as commercial fishing, transport, water mills etc.)
- **Leisure** activities (i.e. activities that people do for fun, such as kayaking, stand up paddle boarding, leisure fishing etc.)
- **Settlement** (i.e. living around a river).

Additional Knowledge

In **year 4**, pupils will learn how the land uses around a river varies in rural and urban areas, and also varies based on which course the river is being considered. Pupils will further categorise land use:

Upper course (Land is hilly and mountainous)	Middle and lower course (Land is flatter with meanders and floodplains)
• **Agriculture**. Farming around the river tends to be pastoral farming (e.g. sheep farming) because the land is not flat and does not contain as many nutrients as further down the river.	• **Agriculture**. The floodplains deposit lots of nutrients on the land around the river. Arable farming (crops) is more common.
• **Forestry**. Forestry is very common in the hilly areas around the river, because trees can grow well there.	• **Forestry**. There may be some forestry, like in a nature reserve, but the land around the river tends to be used for other things.
• **Tourism**. Many people enjoy walking, hiking, canoeing or swimming around rivers. Some adventure-seekers will try 'canyoning' and walk along narrow mountainous rivers, and will even go over waterfalls!	• **Tourism**. Many people enjoy walking, hiking, canoeing or swimming around rivers.
• **Housing**. Settlements are generally small because the land is hilly and more mountainous.	• **Housing**. Many settlements are built around a river. They can be larger because the land is flatter. Meanders once played an important role in defending a settlement, because the river could surround almost three-quarters of the settlement.
	• **Industry**. The river provides good transport, and so the flat land around the river is useful for industry (producing goods).

Common Misconceptions

Rivers v Canals

Canals are artificial (human-made) channels or waterways that are used for navigation, transporting water, crop irrigation, or drainage purposes. Therefore, a canal can be considered an artificial version of a river. Canals are not in all parts of the country but may feature in your local area. They do not always flow into another rivers or ultimately the seas / oceans.

Additional Knowledge

Rivers are also still used for the cleansing of wastewater and there is a lot of controversy about the amount of raw sewage and commercial waste still being dumped into the river system of the UK.

Substantive — Lesson 4: What are the names of seas and oceans?

Seas and oceans

It can be hard sometimes to distinguish between seas and oceans. In general, you can consider seas to be **smaller** than oceans, and seas to generally be located around a **coast** (i.e. where the land meets water).

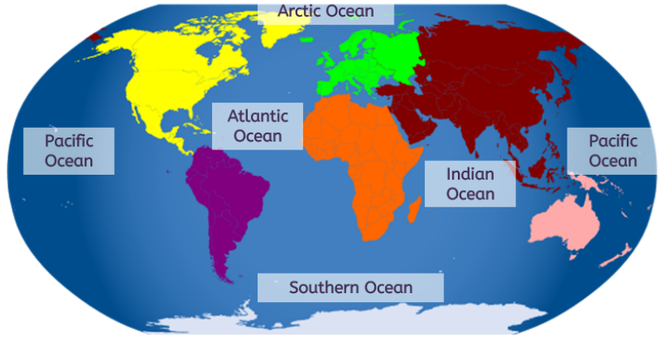
Seas around the UK

The seas around the UK are Irish Sea, Celtic Sea, North Sea, English Channel and Atlantic Ocean.

Oceans around the world

There are 5 main oceans around the world. In order of size (largest first):

- Pacific Ocean
- Atlantic Ocean
- Indian Ocean
- Southern Ocean
- Arctic Ocean



Substantive

Lesson 4 Additional Knowledge

Pacific Ocean
- The Pacific Ocean lies between the west coast of North and South America, going all the way over to Africa, Asia, and Australia.
- It is the largest ocean on earth, covering about 60,000,000 square miles. That's 30.5% of the earth's surface, which is 15 times larger than the United States.
- If you wanted to try to get as far away from any land that you could without leaving earth you would have to go into the middle of the Pacific Ocean. You would be 1,670 miles away from any land, even islands!
- The Pacific Ocean also has the lowest point in the whole world. The deepest spot in the ocean is the Mariana Trench, which is over six miles deep! That is very, very deep.

Atlantic Ocean
- The Atlantic Ocean is the second-largest of the five oceans. This ocean goes from the east coast of the Americas over to Europe and Africa.
- It is 29,630,000 square miles and covers 20.8% of the surface of the earth. When it rains and the rivers get full, most of them eventually drain into the Atlantic. The Amazon, Mississippi, St. Lawrence, and Congo rivers are some of the famous rivers that do this.

Indian Ocean
- The Indian Ocean covers almost 15% of the earth. It's called the Indian Ocean because the country of India sticks out into it. Since this ocean is in the warmest part of the earth, it is also the warmest ocean.

Southern Ocean
- The Southern Ocean surrounds the continent of Antarctica, which contains the south pole, and is about 8 million square miles. This small ocean only covers about 4% of the earth's surface.
- The Southern Ocean goes north to the 60-degree south latitude line. Latitude_ is a way to measure how far north or south you are on the globe.

Substantive

Lesson 5: How do humans use seas and oceans?

Economic and leisure

Pupils will learn about the ways that humans use the seas and oceans, and how they are important to us. They will group them into the same categories (economic and leisure) as they did when considering land use around rivers. Uses pupils might consider are:
- Trade (called 'shipping goods' so as to avoid explaining the new concept of trade)
- Fishing (mostly commercial)
- Surfing
- Sailing
- Scuba diving
- Tidal power (called 'generating electricity' for simplicity).

Substantive

Lesson 6: Protecting our rivers, seas and oceans

In the final lesson, pupils will learn about some simplified threats to the rivers, seas and oceans:

1. Pollution from farms and factories getting into rivers (and then into seas and oceans).
2. Plastic getting into rivers, seas and oceans.
3. Rising temperatures of the sea (the term 'global warming' is learned in depth in Year 6) impacting the environment of underwater plants and animals.
4. Overfishing. It is important to make the distinction between small-scale fishing (e.g. subsistence fishing) that has been sustainable for thousands of years, and the problematic overfishing that we are now faced with. Huge demand from a growing global population, combined with mass techniques for fishing large areas has resulted in overfishing, which is not sustainable.

Additional Knowledge

Pollution in rivers has become a hot topic in recent months, with water companies under scrutiny for illegally dumping untreated sewage into the rivers and sea.

Common Misconceptions

All fishing in the seas and rivers is bad

This is not the case. Fishing in rivers is largely leisure based and can help with conservation efforts for the rivers involved. In the seas and oceans, it can be an acceptable practice – but with modern machinery on large-scale fishing vessels, overfishing is becoming more and more common, which can hugely impact the marine ecosystem.

Not connecting issues in rivers with issues in seas and oceans

Although pupils may not have learnt about the water cycle at this point, they will have looked at the transport of water through a river's journey into the seas and oceans. They should be able to form the connections with what happens in rivers impacting on seas and oceans.

Aspire ★ Believe ★ Explore ★ Achieve

Medium term Geography plan Year 3

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to look at how the Peak District can be preserved.	Community We intend to look at how communities in Poland support tourists
Lead topic question	Overarching enquiry question: How is land used differently?	Overarching enquiry question: Why is Poland popular with tourists?
Tier 3 Vocabulary	Tier 2: **hamlet**: (noun) a very small settlement with just a few houses. **hill**: (noun) is an area of high ground that is smaller and usually less steep than a mountain. **mountain**: (noun) an area of high ground that is taller and usually steeper than a hill. **national**: (adjective) of a country. **shop**: (noun) where people go to buy goods such as bread and milk. t**ourism**: (adjective) the commercial organisation (makes a profit) and operation of holidays/visits to places of interest. **village**: (noun) smallest type of settlement with houses, a primary school, a Post Office and a village hall. Tier 3: **Ordnance Survey map** (noun): a detailed map produced for Great Britain. **National Park** (noun): an area of countryside that is protected by law for people to enjoy.	Tier 2: **boundary** (noun): a real or imagined line that marks the edge of something **environmental** (adjective): describing something (e.g. an impact) that relates to the physical and human geography of the local area **physical map** (noun): a map that shows the geographical features of the location, like mountains and rivers **political map** (noun): a map that shows the human features of the location, like country boundaries **tourist** (noun): someone who visits a place for pleasure, not for work or business reasons. **tourism** (noun): the industry that provides goods and services for tourists (like travel agents, tour guides, restaurant waiters and aeroplane pilots).
Progression coverage	**Learning Question 1: What are compass directions and how are they used?** • Know that there are 4 compass points and their directions. • Know North, South, East, and West. • Begin to know some reasons why compass points are useful (e.g. to indicate direction and was/is used for navigation) **Learning Question 2: What is the purpose of maps?** • Know some of the physical and human features of maps. • Know the Ordnance Survey maps show places in detail and use symbols. • Know a political map shows borders of different countries. • Know that a postcode helps identify the location of a place. • Know that a postcode consists of between 5-7 numbers and letters. • Know that Meynell's postcode is S5 8 GN. **Learning Question 3: What are the regions of the United Kingdom?** • Know that the United Kingdom is made up of England, Scotland, Wales, Northern Island and many small islands. • Know that a region is part of a country. • Know that England can be split into smaller regions (9) and we are in Yorkshire. **Learning Question 4: What is special about Sheffield?** • Know that Sheffield is a city • Know that Sheffield is in South Yorkshire. • Know that Sheffield is a developed urban area. • Know that Sheffield is nearby the Peak District. **Learning Question 5: What is special about the Peak District?** • Know that the Peak District is an area surrounding Sheffield to the South-West. • Know that the Peak District contains many large hills. • Know that the Peak District has many villages such as Castleton, Edale and Bamford. • Know that the Peak District is popular with tourists. **Learning Question 6: What is Castleton like and how does it compare to Sheffield?** • Know that Castleton is in the Peak District. • Know that Castleton is popular with tourists for hiking, shopping etc. • Know that Castleton sits in a valley surrounded by hills. • Disciplinary: Analyse evidence and begin to draw conclusions from what is observed. **Learning Question 7: What are the differences between human and physical features of the Peak District?** • Know that human features are man-made including roads, houses, factories, parks • Know that human features occur naturally. Including rivers, seas, lakes, valleys, hills.	**Learning Question 1: What are the countries and capital cities of Europe?** • Know that Europe is made up of 50 countries • Know that Russia is split across Asia and Europe • Disciplinary: Use a junior atlas to identify appropriate maps • Know how to locate countries in Europe and identify their capital cities • Know and use the four compass points when moving from one country to another **Learning Question 2: What are the human and physical features of the Tatra mountains?** • Know that the Tatra Mountains are known as the Polish Alps • Know they lie across the border of Poland and Slovakia • Disciplinary: Identify a range of political and physical boundaries • Disciplinary: Say whether a map is at the local, national or global scale • Know the range forms a natural border between two countries • Know some of the human and physical features found in the village of Zakopane (village, shops, houses, roads etc) • Know some physical features of the Tatra mountain range (mountains, rivers, waterfall, forest) • Know that the Liiptovska Mara dam was built nearly 50 years ago in Slovakia and is a popular tourist spot. **Learning Question 3: Why do tourists travel to Poland and Slovakia?** • Know that tourism is the business of supporting and encouraging people to visit a place for fun. Sometimes this is in the same country and sometimes people travel to other countries from where they live. • Know that a tourist is the name for someone who travels for fun • Know that both Poland and Slovakia are popular destinations (places) to visit for fun because they have lots of natural features like forests and mountains • Know that Poland and Slovakia are popular places to visit because they have lots of tourism-based business (give examples) • **Learning Question 4: What impact does tourism have on a country?** • Know that regions experience positive impacts (social and economic) and negative (environmental and social) from tourism. • Many people rely on tourism, and there are ways that it can be managed responsibly • Sort a range of impacts into a) positive and negative and then b) social, economic and environmental. • Know how to be a responsible tourist.

Substantive

Lesson 1. What are the countries and capital cities of Europe

Countries (and capital cities) of Europe

In this lesson, pupils will become familiar with the countries and capital cities of Europe:

Albania - Tirana
Andorra – Andorra la Vella
Austria - Vienna
Belarus - Minsk
Belgium - Brussels
Bosnia and Herzegovina - Sarajevo
Bulgaria – Sofia
Croatia - Zagreb
Czechia/Czech Republic - Prague
Denmark – Copenhagen
Estonia - Tallinn
Finland - Helsinki
France - Paris
Germany - Berlin
Greece – Athens
Hungary - Budapest
Iceland – Reykjavik
Ireland - Dublin
Italy – Rome
Latvia - Riga
Liechtenstein - Vaduz
Lithuania - Vilnius
Luxembourg – Luxembourg city
Malta - Valletta
Moldova - Chisinau
Monaco - Monaco
Montenegro - Podgorica
Netherlands - Amsterdam
North Macedonia (formerly Macedonia) -Skopje
Norway - Oslo
Poland - Warsaw
Portugal - Lisbon
Romania - Bucharest
Russia - Moscow
San Marino – San Marino
Serbia - Belgrade
Slovakia - Bratislava
Slovenia - Ljubljana
Spain - Madrid
Sweden - Stockholm
Switzerland - Bern
Ukraine – Kyiv
United Kingdom (UK) - London
Vatican City (Holy See) – Vatican City

Additional Knowledge

The names of these countries and capital cities are Anglicized (for example, in Italy, Rome is known as Roma, or in Poland, Warsaw is known as Warszawa).

The way we spell and refer to capital cities has been highlighted recently by the war in Ukraine. The capital previously widely known as Kiev – which derived from Russian – is now being referred to as Kyiv, which better reflects Ukrainian guidance on transliterating place names from Ukrainian Cyrillic to Latin alphabets (Ки́їв becomes Kyiv).

Common Misconceptions

Europe is the same as the European Union.

This is not true. Europe the continent is based on land features, not by politics and country borders. There are more countries in the continent of Europe than there are in the political organisation of the European Union.

Turkey is entirely in Europe.

The vast majority of Turkey's land is in Asia. We have therefore not included it in this unit.

Russia is not in Europe.

This is not true. Russia's land is split between the continents of Europe and Russia.

Substantive

Lesson 1 Additional Knowledge

Europe is a unique continent, which is not surrounded by water from all directions because it has an overland border with neighbouring Asia. It occupies the northwestern part of the large landmass known as Eurasia and surrounded to the north by the Arctic Ocean, from the west by the Atlantic Ocean, from the south by the Mediterranean Sea, and from the southeast by the Black Sea.

The correct border between two continents, Europe and Asia, was a big question for both geographers and politicians. Nowadays it is delineated by the features such as the Ural Mountains in Russia and the Caspian Sea. Europe is in the Northern Hemisphere. Europe's largest country is Russia at 37% of total continent area, and the smallest one is the Vatican City, which occupies only a tiny territory in the centre of Rome, Italy.

Europe is very popular with tourists. Approximately 540 million global tourists now visit each year (Pre-COVID data), this accounts for roughly 50% of the world's total tourism trade. The most visited travel destination in Europe is said to be France – with its capital Paris as the best and most popular place of interest – followed by Spain, Italy, the United Kingdom, and then Germany.

There about 50 countries in Europe. Russia is considered to be transcontinental meaning it is part of both Europe and Asia. Europe is subdivided into four main regions: Southern, Northern, Eastern, and Western Europe.

Some dependencies, territories and Areas of Special Sovereignty also exist; and are also considered to be part of Europe. Some examples include the Faeroe Islands of Denmark and the Channel Islands and Gibraltar of the UK.

27 countries of Europe are members of the European Union (EU – accurate as of Feb 2022 – this figure can change. Click here to check the current figure).

The GA base map of Europe is here.

Disciplinary

Lesson 2. What are the human and physical features of the Tatra mountains?

Maps

Pupils will already have learnt about different geographical scales: local, national and global. They will consider maps at different scales in this lesson, as a way into zooming in from Europe to looking at certain regions within Europe.

Note how the size of the map on the page does not change, but the amount of land that the land represents increases. It is helpful to use the same point (ideally your school) and zoom out through the local, national and global scales.

Pupils will also learn how physical and political maps can show different types of boundaries. For example, the political map on the left shows only political boundaries, i.e. the boundaries of countries. Other political boundaries could include counties in the UK or other districts.

The (mostly) physical map on the right shows physical boundaries of mountains and rivers. This map also shows political boundaries of countries.

Substantive

Lesson 2. What are the human and physical features of the Tatra mountains?

Additional Knowledge

- Tourism is the main industry in the Tatra mountains. Lots of people visit each year and all year-round, enjoying activities such as skiing, snowboarding, mountain biking, paragliding, trail running, sightseeing, hill walking and climbing. The mountain slopes are covered with spruce woodlands to 6,300 feet, above which is an alpine zone. Fauna includes bears, chamois, marmots, and eagles. The Tatras have many high-lying lakes, hanging valleys, and summer and winter sports resorts.The mountain range forms a natural border between Poland and Slovakia
- The mountains formed when two large tectonic plates slowly collided, pushing up the ground over tens of millions of years, creating high peaks. The highest mountain is Mt. Gerlachovský štít.
- Many rivers have their source in the Tatra Mountains and the Vah river feeds into the Danube. Melting snow and ice in spring and summer supply water to the rivers and lakes at the foot of the mountains.
- Morskie Oko, which literally means (The eye of the sea) is a famous lake lies 1393 meters (4570 ft.) above sea level, deep in the Tatra Mountains National Park. It is the largest lake in the Tatra Mountains, both Polish and Slovakian. Many believe that the name - the eye of the sea - comes from the fact that it looks like a mini sea surrounded by the mountains. However, this is wrong. The name is related to the legend that Morskie Oko was connected with the sea (Baltic Sea) with an underground tunnel, which, of course, is untrue as the distance is over 700 kilometers (435 miles). The turquoise water in the lake is perfectly clear: you can spot some fish - indeed, in the past Morskie Oko was named "fish lake" as it was one of the few lakes in Tatra Mountains that had fish
- The Liptovska Mara dam has been built to hold water to create hydroelectric power for nearby towns and cities. Tourists often like to see farming such as milk and cheese production and vineyards.
- The tops of the mountains are covered in snow and glaciers. Different types of animals and plants live here, and some are not found anywhere else in the world. It is cold in the winter and warmer with higher temperatures during the summer. Depending on height - the higher up the mountains, the colder it gets.

Substantive

Lesson 4. What impact does tourism have on a country?

Tourism

A tourist is someone who travels to a place for pleasure – rather than business – reasons.
Tourism is the industry of providing goods and services to tourists.

Tourism has a range of impacts, including:

	Economic	Social	Environmental
Positive Impacts	• Jobs for local people in the area • Demand for local food, crafts, and other products • Money coming in may mean new facilities (swimming pools, medical centres) are opened which everyone may use • Money brought into the area / country from other areas	• Local traditions are kept going to share with tourists • People get to experience new adventures and try new activities • People can learn from others from other parts of the world	
Negative Impacts	• Houses may become more expensive for local people to buy • Some holidays are booked through big companies, so the money does not go to the local community • Jobs may be seasonal – only available during the time tourists may visit • If something bad happened (like COVID-19) tourists may not be able to travel and there is no other money coming into the area	• Tourists may not always behave and could upset the local population • Some local shops may close / change to sell things for tourists	• Roads may not be big enough to cope with the extra traffic • Tourists may increase rubbish and have an impact on the environment • Wildlife and the environment may be damaged by the activity of tourists

Common Misconceptions

To be a tourist, you have to travel to another country.

This misconception may be less common after Covid-19 and restrictions on international travel! Tourists are people who travel to a new area for pleasure – and this can be in the same country or outside of it.

Aspire ★ Believe ★ Explore ★ Achieve

Medium term Geography plan Year 4

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to look at how life can thrive in areas of the world on tectonic plates.	Community We intend to look at the importance of rivers to different communities
Lead topic question	Overarching enquiry question: How do tectonic plates cause disasters?	Overarching enquiry question: Where does water come from?
Vocabulary	**Tier 2:** **active** (adjective): describing a volcano that has erupted recently and will erupt again **dormant** (adjective): describing a volcano that has not erupted recently but may erupt again **eruption** (noun): when a volcano ejects products like lava, ash and gases **extinct** (adjective): describing a volcano that has not erupted recently and will not erupt again **mountain range** (noun): a group or chain of mountains located in the same area. **volcano** (noun): an opening in the Earth's crust through which material can erupt. **Tier 3:** **earthquake** (noun): the sudden shaking of part of the Earth's surface **tsunami** (noun): a huge wave that is caused by earthquakes under water **crust** (noun): a thin layer of the Earth made of solid rock. It is the layer closest to the surface **inner core** (noun): the centre of the Earth. It is the hottest layer and solid **lava** (noun): magma that has gone above the Earth's surface **magma** (noun): molten rock beneath the Earth's surface **mantle** (noun): a semi-molten (semi-liquid) layer of the Earth. It is second closest to the Earth's surface, just beneath the crust **outer core** (noun): a liquid later of the Earth. It is the third closest to the surface of the Earth, between the inner core and mantle **tectonic plate** (noun): one of the jigsaw-like pieces that forms the Earth. They are formed within the lithosphere	Tier 2: **deposit** (verb): to put something in a place and leave it there **mouth** (noun): the place where a river meets a body of water, like a lake, sea or ocean **source** (noun): the place where a river begins, either because of rainfall, melting ice, or at a spring Tier 3: **meander** (verb): to travel with lots of twists and turns **lower course** (noun): the part of the river nearest the mouth. In the lower course the river is wide and slow moving, and the land either side of it is quite flat **middle course** (noun): the part of the river between the upper and lower courses **upper course** (noun): the part of the river nearest the source. In the upper source, the river is narrow and fast-moving, and the land either side of it is quite hilly/mountainous
Progression coverage	**Learning Question 1: How do geographers use four-figure coordinates to locate volcanoes on a map?** • Know that Northings run north to south on a map. • Know that Easting run east to west on a map. • Know that we read the x axis first then the y axis on a map to find the grid reference. **Learning Question 2: What is the tectonic plate model?** • Know that the Earth is split into different layers. • Know that the hard, upper layers are called tectonic plates. • Know that these plates sometimes move which can cause earthquakes and volcanoes. **Learning Question 3: Why are volcanoes likely to be found on or near where tectonic plates meet or part?** • Know that most of the world's volcanoes have formed around an area known as the 'Ring of fire' • Know that some volcanoes are above the equator and some are below – show this visually • Know the Equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere. It runs east and west halfway between the North and South poles. • Know the Equator appears on maps and globes. • Know the significance of the Equator is the starting point for the measuring system called latitude (latitude will be taught in Year 5 through North America) **Learning Question 4: What is the structure of a volcano?** • Know that a shield volcano has long gradual slopes and doesn't have violent eruptions. • Know that a composite volcano is a steep-sided volcano made of layers of rock, ash and lava. • Know that magma is stored in the magma chamber and erupts through the vent. **Learning Question 5: What causes volcanic eruptions?** • Know that volcanoes erupt when magma rises to the surface. • Know that the pressure of the liquid causes an eruption. • Know that once out of the volcano, magma is called lava. **Learning Question 6: What is the physical geography of Mount Etna?** • Know that Mount Etna is an active volcano in Italy that erupts frequently each year. • Know that people live on Mount Etna and its land is fertile for growing. • Explore and debate the issues around why Mount Etna is a safe place to live near. • Explore and debate the issues around why Mount Etna is a dangerous place to live near. **Learning Question 7: What causes an earthquake?** • Know an earthquake is the sudden shaking of the Earth's surface. • They are caused by movements of the tectonic plates.	**Learning Question 1: How important is water?** • Know that the amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground • Know the water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water overground; throughflow is the flow of water underground • Know the (sometimes surprising) things that humans use water for. Know the distribution of the Earth's water with an optional graphic, and will then build on their scientific knowledge of the water cycle to label a diagram with more precise vocabulary. **Learning Question 2: What is the journey of a river?** • Know that the upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two • Know the location of Mississippi, Amazon, Nile, Danube, Severn, Yangtze and Murray rivers • Know river sources and mouths and will label these on a diagram of the three courses of a river. They will then locate some of the world's major rivers on a map using an atlas. **Learning Question 3: What are the river features in the upper course?** • Know that waterfalls are formed in the upper course of the river when water gradually erodes soft rock and are found all over the world • Know how waterfalls are formed, and then will use their knowledge and deductive skills to locate a selection of waterfalls across the world. **Learning Question 4: What are the river features in the middle and lower courses?** • Know that meanders are bends in the river that form in the middle and lower courses. Locate them on a map of a river in Sheffield. Examine some effects of flooding and why floodplains are good for arable agriculture. • Know that floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river **Learning Question 5: How do humans use rivers?** • Know that land use is the study of how humans use land. This includes agriculture, recreation (including tourism), housing, industry and forestry • Know that land use is different around the lower, middle and upper courses of a river • Disciplinary: To study the aspects of a local river (local river visit)

	• The focus is the point inside the Earth's crust where the earthquake came from; the epicenter is the point on the Earth's surface above. **Learning Question 8: Where do earthquakes happen?** • Know that most earthquakes occur around plate boundaries. • Know that most earthquakes occur around the ring of fire. • Major earthquakes usually occur at plate boundaries, but minor earthquakes can occur anywhere **Learning Question 9: What are Tsunamis?** • know a tsunami is a giant wave or series of waves caused by a huge earthquake or volcanic eruption under the ocean. • Know that these occur from movement in the Earth's crust.	

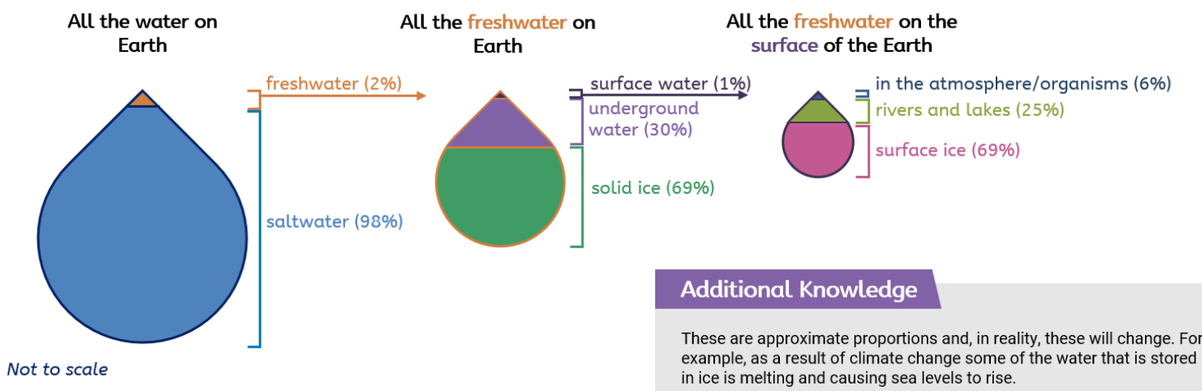
Substantive — Lesson 1. The world's water

Distribution of the world's water

The amount of water on the planet is **constant**. No more is added, and none ever leaves.

The total amount of water stored on the planet is constant, but where and how it is stored changes regularly.

In general, the vast majority of water is saltwater, stored in oceans. Of the freshwater, most is stored in ice (either as solid ice or surface ice) and only a very tiny proportion – 0.005% of all the world's water – is freshwater found in lakes or rivers.



Additional Knowledge

These are approximate proportions and, in reality, these will change. For example, as a result of climate change some of the water that is stored in ice is melting and causing sea levels to rise.

Common Misconceptions

Most of the Earth's water is stored in oceans, seas, rivers and lakes.

The first part of this – that most of the water is stored in oceans and seas – is true. But rivers and lakes hold relatively very small amounts of the Earth's water stores.

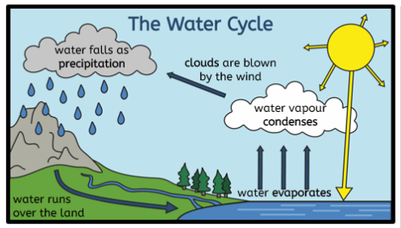
Substantive

The water cycle

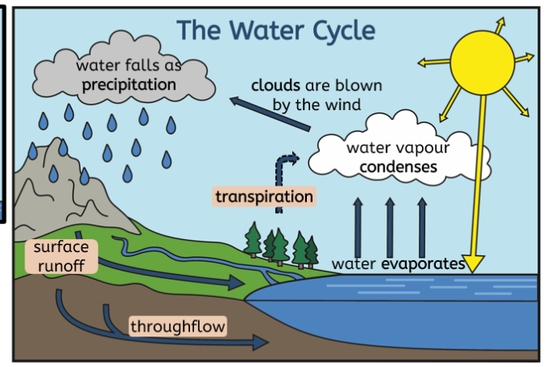
The water cycle is often referred to as the **hydrological cycle**.

In addition to water evaporating from seas and oceans, water will evaporate from the surface of trees' leaves. This is called **transpiration**.

The geographical term for 'water running over the land' is **surface runoff**. Water also moves (more slowly) underground. This is called **throughflow**.



The basic water cycle



How the water cycle will be extended in this geography unit

Common Misconceptions

The water cycle is only happening with freshwater in rivers.

This is not correct. In fact, most evaporation in the water cycle takes place in the world's (saltwater) oceans.

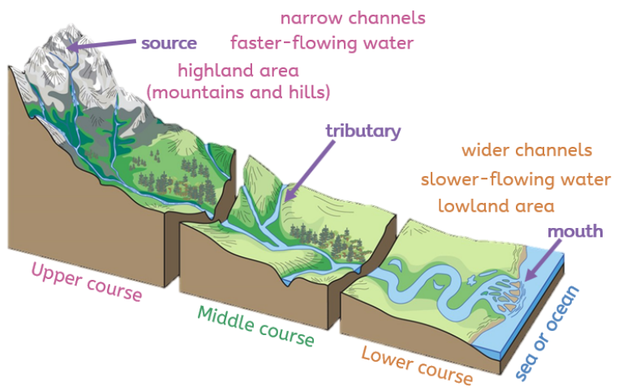
Substantive — Lesson 2. Rivers of the world

Source, mouth, and courses

The place where a river starts is its **source**. The source can be a place where water springs from underground stores (see the previous slide, which shows how much more of the world's water is stored underground than in rivers and lakes!) or a place where water from precipitation or melting stores runs into streams.

The place where the river ends and meets anther body of water – usually a sea or ocean – is called the **mouth**.

Along its journey from the source(s) to the mouth, the river flows downhill and is known as having three **courses**: upper, middle and lower courses. Each course has characteristic features.



Additional Knowledge

You might expect that it is easy to identify the **source** of a river – surely you could walk up it to find where it begins? But actually, it can be quite tricky, because a river can have multiple sources and there can be debates about which the 'true' source is. See this article for the historical debates around the source of the river Nile.

Additional Knowledge

The mouth of a river is a general term, and there are different types of river **mouth**. For example, an estuary is where a freshwater river meets a tidal body of saltwater, or a delta – a low-lying plain – is formed from deposits of sediments at the mouth of the river.

The river erodes rocks and stones as it flows from source to mouth:

Upper course
Large rocks and boulders

Middle course
Smaller rocks and pebbles

Lower course
Small stones, sand grains and silt

Aspire ★ Believe ★ Explore ★ Achieve

Substantive

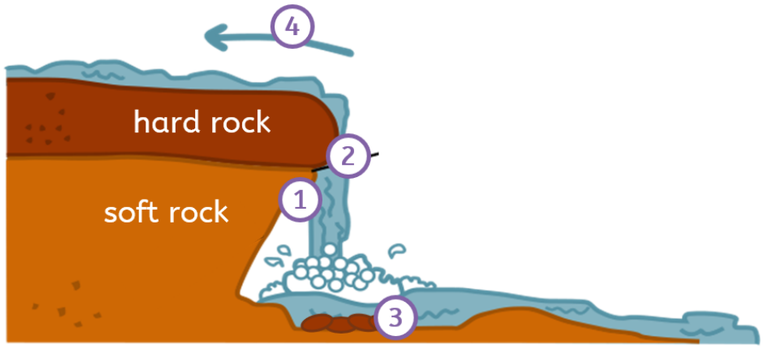
Lessons 3. River features in the upper course

Over lessons 3 and 4, pupils will learn about one significant river feature from each of the three courses. All river features are formed by three processes: **erosion**, transportation and **deposition**. Pupils will learn the definitions of these terms when relevant in the lessons.

Upper course – waterfalls

The upper course of a river has fast-flowing water (because it is flowing over steeper land). The features that rivers form in the upper course include waterfalls, rapids, and v-shaped valleys. In this lesson, pupils can focus on **waterfalls**.

A waterfall is a cascade of water falling from a height.



1. The water **erodes** softer rock more quickly than the hard rock.
2. The hard rock is no longer supported and eventually collapses.
3. Fallen rocks build up in the plunge pool at the bottom of the waterfall.
4. This process is repeated, and gradually the waterfall moves further and further back.

Substantive

Niagara Falls, in USA and Canada (North America), has a section in a **'U' shape**.

High Force Waterfall, in England, sometimes splits into **two** waterfalls.

Angel Falls, in Venezuela (South America) is the **highest** waterfall in the world.

Ban Gioc Falls, in Vietnam (Asia), are waterfalls with **different layers**.

Victoria Falls, in Zimbabwe and Zambia (Africa), is one of the **widest** waterfalls in the world.

Substantive

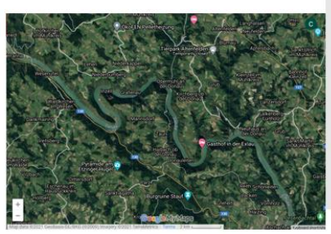
Lessons 4. River features in the middle and lower courses

Middle and lower course - meanders

A common feature of the middle course of the river is a **meander**, a bend in a river. Meanders are formed by the river's erosion of land.

Pupils should identify meanders in rivers from Sheffield.

Section of the Mississippi river



Danube river (Google maps – explore along the river to see how many more meanders you can see).

Additional Knowledge

Meanders are formed by lateral (sideways) erosion and deposition over a long period of time. The meanders can grow so large that eventually the river will cut through, leaving behind a big loopy bit of river that is known as an oxbow lake.

The image from NASA below shows some of the meanders and many oxbow lakes of the Mississippi river.

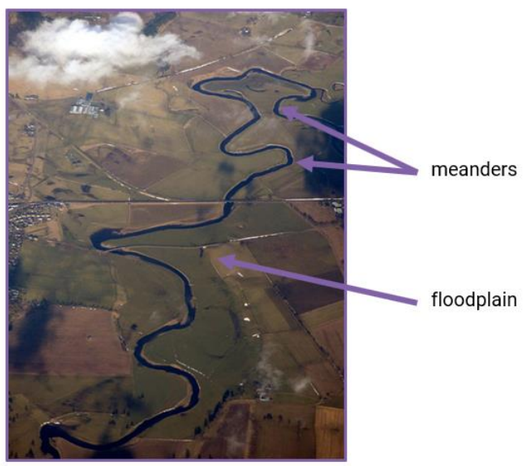
Substantive

Lower course – floodplains

In the lower course of the river, the water is slower moving, and the river is wider.

An important feature in the lower course of the river is a **floodplain**. This is flat land next to a river, which is prone to flooding. The river **transports** nutrients and minerals on its journey from the source to the mouth and, when it floods, the river **deposits** these nutrients on the floodplain.

This makes the floodplain very fertile land and excellent for agriculture.



Substantive

Lessons 5. Land use around rivers

What is land use?

Land use is quite simply, what the humans use the land for. It can include: **agriculture**, **forestry**, **housing**, **industry**, and recreation including **tourism**. There are other examples of land use, but these will be focused on in these lessons.

Land use varies in rural and urban areas.

Land uses like agriculture and forestry will be prominent in rural areas, whereas industry and housing will be more prominent in urban areas.

Land use around a river varies depending on its course.

The below is a very general list (there are places that have other land uses!).

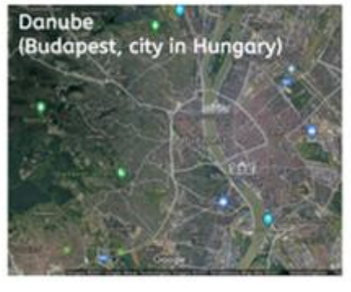
Upper course (Land is hilly and mountainous)	**Middle and lower course** (Land is flatter with meanders and floodplains)
• **Agriculture**. Farming around the river tends to be pastoral farming (e.g. sheep farming) because the land is not flat and does not contain as many nutrients as further down the river. • **Forestry**. Forestry is very common in the hilly areas around the river, because trees can grow well there. • **Tourism**. Many people enjoy walking, hiking, canoeing or swimming around rivers. Some adventure-seekers will try 'canyoning' and walk along narrow mountainous rivers, and will even go over waterfalls! • **Housing**. Settlements are generally small because the land is hilly and more mountainous.	• **Agriculture**. The floodplains deposit lots of nutrients on the land around the river. Arable farming (crops) is more common. • **Forestry**. There may be some forestry, like in a nature reserve, but the land around the river tends to be used for other things. • **Tourism**. Many people enjoy walking, hiking, canoeing or swimming around rivers. • **Housing**. Many settlements are built around a river. They can be larger because the land is flatter. Meanders once played an important role in defending a settlement, because the river could surround almost three-quarters of the settlement. • **Industry**. The river provides good transport, and so the flat land around the river is useful for industry (producing goods).

Land use around a river

Label the different land uses you can see around the **upper course** of these rivers.

Land use around a river

Label the different land uses you can see around the **middle and upper course** of these rivers.



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Medium term Geography plan Year 5

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to look at the impact of deforestation within biomes	Community We intend to look at how communities exist on different scales through the journey of a banana
Lead topic question	Overarching enquiry question: How have humans adapted to biomes?	Overarching enquiry question: Why are bananas so important?
Tier 3 Vocabulary	**Tier 2:** **•atmosphere:** (noun) the layer of gases around the Earth **•climate:** (noun) long-term and usual patterns of weather **•climate change:** (noun) the changes in the Earth's long-term weather patterns, which is being sped up due to global warming **•global warming:** (noun) the heating up of the Earth's air temperature, which is being increased by humans **•greenhouse gas:** (noun) the gas in the atmosphere that is causing global warming **•hemisphere:** (noun) half a sphere (ball) **•time zone:** (noun) an area that all shares the same time **Tier 3:** **biomes:** (noun) areas in the world that, because of similar climates, have similar landscapes, animals and plants **climate zones:** (noun) areas with distinct long-term weather patterns **equator:** (noun) a line of latitude that splits the Earth in half into the northern and the southern hemispheres **fauna:** (noun) animals in a habitat **flora:** (noun) plants in a habitat **lines of longitude**: (noun) imaginary lines that go vertically across the Earth, from the North Pole to the South Pole **lines of latitude:** (noun) imagine lines that go horizontally across the Earth, parallel to the Equator	Tier 2: **import/to import** (noun/verb): the goods arriving in a country from elsewhere / to transport goods into the country **export/to export (noun/verb): the goods leaving a country to be traded with another / to transport goods out of the country to be traded with another** **natural resources** (noun): substances that occur naturally in the environment that are often used by humans **renewable** (adjective): something that will not run out in a lifetime, because more can be used, made or grown **non-renewable or exhaustible** (adjective): something that will run out in a lifetime Tier 3: **Fairtrade** (Noun): an organisation that supports farmers receiving fair prices and good working conditions **commercial agriculture** (noun): farming crops and animals for money, rather than for the farmer to eat themselves **subsistence agriculture** (noun): farming crops and animals for the farmer to eat themselves to survive
Progression coverage	**Learning Question 1: Why is latitude and longitude important?** • Know the tropics are regions of the Earth that lie roughly in the middle of the globe. The tropics between the latitude lines of the Tropic of Cancer and the Tropic of Capricorn. The tropics include the Equator and parts of North America, South America, Africa, Asia, and Australia. The tropics account for 36 percent of the Earth's landmass and are home to about a third of the world's people. • The tropics are warm all year. This is because the tropics get more exposure to the sun. Because of all that sun, the tropics don't experience the kind of seasons the rest of the Earth does. The tropical seasons are broken up into just two: the wet season and the dry season. • Know latitude runs East to West and longitude runs North to South • Know latitude helps us understand the climate of a region • Know longitude helps us to know the time in a region • Know that you can use longitude and latitude to find a specific place on Earth. • The amount of rain can vary greatly from one area of the tropics to another. Some areas, like parts of the Amazon Basin in South America, get almost 3 meters of rain per year. Other areas in the tropics have a drier climate. The Sahara Desert in northern Africa only gets 2-10 centimetres of rain per year. • The amount of rain a region gets in the tropics directly affects which plant and animal species live there. The baobab tree thrives in the arid tropics of Africa, for instance. • Know Tropics of Cancer and Capricorn, Arctic and Antarctic Circle **Learning Question 2: How does climate differ around the world?** • Know climate zones are areas around the world with a similar climate (Climate was first visited in Year 2) • Know the temperate and rainfall across the seasons make the climate (repeated knowledge from Year 2) • Know the same climate zone can be found in different continents • Know places near the equator are hot and wet • Know places along the Tropics are dry all year • Know places get colder as you move further from the Tropics • Know the coldest places are found nearest the Poles **Learning Question 3: What is a biome and where in the world are they found?** • Know a biome is a large geographical area or region with a distinct community of plants. Climate is a key factor in determining the nature of extent of a biome. Biomes stretch across the continents in belts, which are loosely linked to latitude. • Know vegetation belts are plant life found within biomes • Know there are 5 types of biomes, desert, forest, tundra, grassland and aquatic; however, geographers are still not in agreement about how many types of biomes there are. • Look at the Amazon rainforest in South America as an example of a Biome. • Know some countries of South America. **Learning Question 4: What characteristics do the flora and fauna of each biome have in common?** • Know climate influences the living conditions in a biome • Know these conditions have an impact on soil, flora and fauna • Know places within the same biome will have similar conditions even if they are in another part of the world • Know the flora and fauna of those biomes share similar characteristics and know the characteristics are shared because they help with survival	**Learning Question 1: Where does my banana come from?** • Know how to locate North America • Know how to locate countries in the Caribbean • Know that the Caribbean is a part of North America • Locate Jamaica on a map • Use https://worldmapper.org/maps/banana-production-increase-2000-to-2016/ to compare the original size of the country relative to its banana production. **Learning Question 2: Where do bananas grow?** • Know **natural resources** are substances that occur naturally in the environment, like wood, food, water and fossil fuels. • Know fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items • Know that natural resources are unevenly distributed across the world, and can be renewable or non-renewable **Learning Question 3: How does my banana get to the UK?** • Know **trade** is the process of buying and selling goods. Imports are goods that are brought into the country. **Exports** are goods that are traded out of the country • Know the UK **imports** food from across the world. **Learning Question 4: Where do I get my banana?** • Disciplinary: Know how to locate places using 4-figure grid references • Know how to locate places they could buy bananas using simple OS maps • Recognise symbols on an OS map **Learning Question 5: Have we always eaten bananas in the UK?** • Know there have been changes in what is grown where, how it is farmed, how it is transported and how it is sold • Know that agriculture has moved from **subsistence** to **commercial** so that food can be traded **Learning Question 6: Should we always eat Fairtrade bananas?** • Know that **Fair trade** is a way of making sure that farmers are paid a fair price for the food they grow • Disciplinary knowledge: Express opinions about environmental issues with reasons • Know about what life can be like for banana farmers, and will learn what Fairtrade is and how it can help.

	• Know the flora and fauna will be similar in many ways but not identical	
	Learning Question 5: What challenges do humans face living in European biomes? • Know each biome in Europe presents different challenges for humans living there • Know the different biomes will have positives for human life • Know the different biomes will also have negatives for human life • Know some biomes will be easier to live in than others • Know climate, weather, seasons, soil quality and availability of resources are all things we can take into consideration • Know humans have the ability to adapt and make changes to a biome to make living there easier for themselves • Know humans transport water from rivers and lakes to irrigate crops • Know UK Deforestation has been for farming, building and transport • Know further destruction of the deciduous forests is dangerous for both humans and animals	
	Learning Question 6: What is a sketch map? • Use a map of the school and 4-figure coordinates to locate key features • Draw own map of the school from the model in previous lesson • Discuss how compass points work (remind from year 4) • Use 8 compass points to find their way around the map	

Substantive **Lesson 1. Where does my banana come from?**

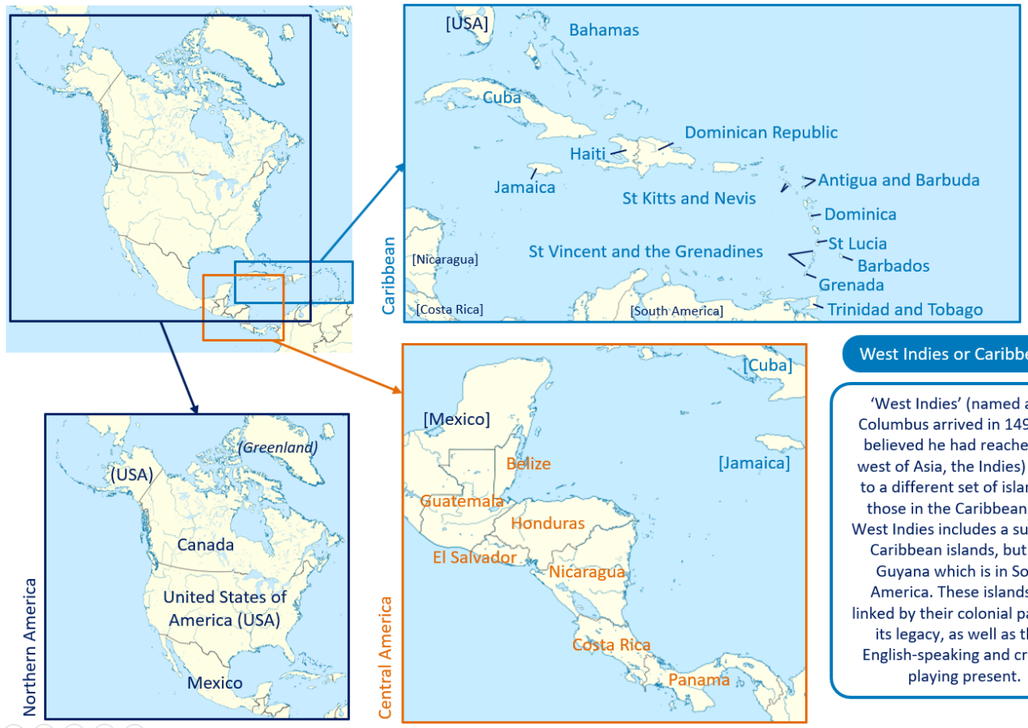
Human geography of North America

The Americas are made up by the two **continents** of North America and South America. Pupils will have located South America and learned about its physical and human features in Year 4 Autumn (Brazil).

The 23 countries within North America are generally grouped in three regions:

- **Northern America** (3 countries)
- **Central America** (7 countries)
- **The Caribbean** (13 countries)

These countries do not reflect all of the places that make up North America; there are many places not included because they are not independent countries. For example, the British Virgin Islands are a dependent territory in the Caribbean, and Greenland is a country within the kingdom of Denmark.



West Indies or Caribbean?

'West Indies' (named after Columbus arrived in 1492 and believed he had reached the west of Asia, the Indies) refers to a different set of islands to those in the Caribbean. The West Indies includes a subset of Caribbean islands, but also Guyana which is in South America. These islands are linked by their colonial past and its legacy, as well as their English-speaking and cricket-playing present.

Substantive **Lesson 1. Where does my banana come from?**

Physical geography of North America

The continent of North America is surrounded by three oceans (**Pacific** to the west, **Atlantic** to the east and **Arctic** to the north) and two seas (**Gulf of Mexico** and the **Caribbean Sea**).

The physical geography of the continent can be considered in five regions that share similar characteristics and a similar **climate**.

Mountainous West

The Mountainous West refers to several mountain ranges across Northern and Central America.

The Rocky Mountains are fold mountains and form the second longest mountain range in the world, stretching from the south of the USA into Canada. They have distinct seasons and are home to forests and lots of wildlife including bears.

Many of the mountains in Central America are volcanic, and volcanic and earthquake activity occurs frequently. Pupils will have learned in Year 3 that, while volcanoes can be dangerous and destroy human settlements, they also provide very fertile soil.

The northernmost part of the Mountainous West has the greatest concentration of oil and natural gas on the continent.


Volcano in Guatemala


Rocky Mts, USA

Substantive **Lesson 1. Where does my banana come from?**

Great Plains

The Great Plains have lots of natural resources, including very fertile soil, oil and natural gas. Lots of grain is grown in this region.

Its extreme weather conditions (hot and dry) means that this flat and fertile land does not have forests, but smaller grasslands.

Eastern Region

The Eastern Region is diverse and is home to the warm beaches of USA and Mexico, the wetland regions of USA, and the forests of the Appalachians mountain range (USA and Canada). The mountains of the Eastern region are rich in coal.

Canadian Shield

The Canadian Shield, as the name suggests, is north of USA and in Canada. It is quite flat and rocky land, with several lakes and some forests. Its position on the Earth, near the North Pole, means that it has a colder climate and is home to fewer plants and animals (pupils will have already learned that this biome is called a **tundra**).


Appalachian Mountains


Wetlands in USA


Beaches in Mexico

Caribbean

The Caribbean is home to over 7,000 islands. They vary in size, and some are mountainous while some are flat. There are lots of coral reefs in the Caribbean Sea.

Substantive **Lesson 2. Where do bananas grow?**

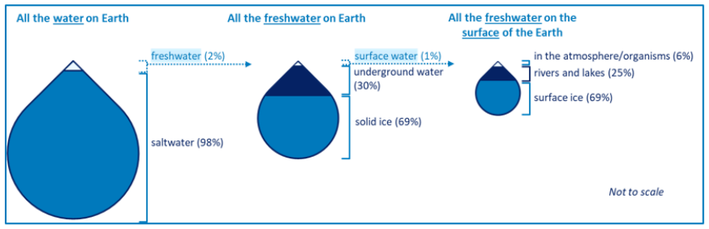
2. Natural resources

Natural resources are substances that occur naturally in the environment. Natural resources include:

- Wood, which is useful for building and can also be burned for fuel (though this is done less and less)
- Soil, which is important for growing food to sustain the human population.
- Food, which can be grouped into crops (arable agriculture) and livestock (pastoral agriculture).
- Metals, including **precious metals** (like silver and gold) and metal ores like **iron** and **coltan**, which can be used to make stainless steel and electronic devices respectively.
- **Coal**, **oil** and **natural gas**, known as **fossil fuels**. Fossil fuels are formed by intense heat and pressure over millions of years from the remains of dead animals and plants:
  - Coal is formed from dead trees and other plant material that lived on land
  - Oil and natural gas is formed from dead plants and animals that lived in the sea

  At the moment, humans rely on fossil fuels to run our cars, heat and power our homes, and generate all the electricity that we use in industry today.

- **Freshwater**. Pupils will have already learned in Year 4 that the majority of water on Earth is saltwater and that, of the remaining freshwater, less than 1% is found in rivers and lakes.



Some natural resources are necessary for human survival (e.g. water, food), whereas others are required to help maintain our modern lifestyle (e.g. fossil fuels, coltan, diamonds).

North America is a continent with lots of natural resources. Some regions are more known for some natural resources than others; below shows a simplified map of where some natural resources can commonly be found:

Substantive **Lesson 2. Where do bananas grow?**

Natural resources are often:

1 In a limited supply

Some resources are **finite;** there is a fixed amount on Earth, and no more will ever be made. Examples of these resources include iron, gold, and silver.

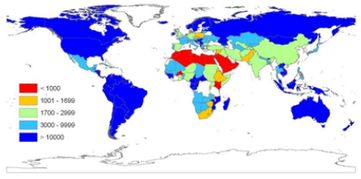
Many other natural resources can be **considered finite**. For example, fossil fuels and diamonds take millions of years to make and so, even though more could theoretically be made, humans will ultimately run out of these resources. These finite resources are known as **non-renewable**, or **exhaustible**.

A few natural resources can be **replenished within our lifetimes**, such as wood and most foods. These are known as **renewable** natural resources. However, we need to make sure that our actions allow them to keep renewing (i.e. humans don't chop down trees or fish waters at a faster rate than they can grow or be replenished).

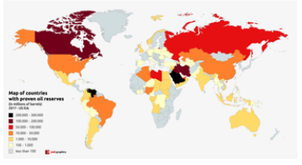
2 Unevenly distributed across the Earth

Different natural resources are found to different extents across the world. For example:

*Countries that produced at least 50,000 carats of **diamonds** in 2019*



Global distribution of annual water resources (in cubic metres)



***Oil reserves** (type of fossil fuel) per country*

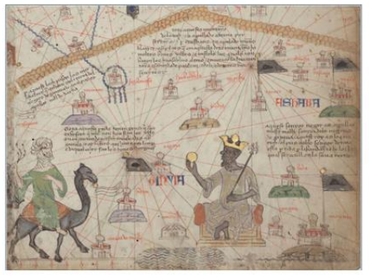
Gold output by country in 2012 (in kilograms)

3 Valuable

Many natural resources are in a limited supply. They are also often in high demand, and this means that they are valuable.

How much people value (and are willing to pay for) natural resources depends on the situation, and how much supply and demand there is. For example, after one hurricane in the USA (2016) one shop charged $99 for a bottle of water because so many people needed water and it was in relatively short supply. This is known as price gauging.

The opposite happened when the ruler of the kingdom of Mali (in western Africa), Mansa Musa I, travelled though Egypt on his pilgrimage to Mecca in 1324. He was the richest man to have ever lived, and gave away so much gold in Egypt that it became almost worthless!



Mansa Musa, depicted holding gold in a European map made in 1375

<u>Who profits from the natural resources?</u>

It is not always the case that the country/place in which natural resources are found is the country/place that benefits from their value.

There are many examples in history where European countries have taken the natural resources of other countries. For example, in 1521, Spanish explorer Hernán Cortés took a huge amount of gold that had naturally occurred in Central America from the Aztec kingdom. Similarly, in 1851, the British government claimed that all gold found in Australia belonged to Britain.

In recent times, large multinational companies extract natural resources relatively cheaply from other countries and, after they are processed and/or sold on, do not share the profits. For example, one Guardian study showed that some communities in the Pacific Islands see less than 12% of the final value of the natural resources extracted from there.

Substantive — Lesson 3. How does my banana get to the UK?

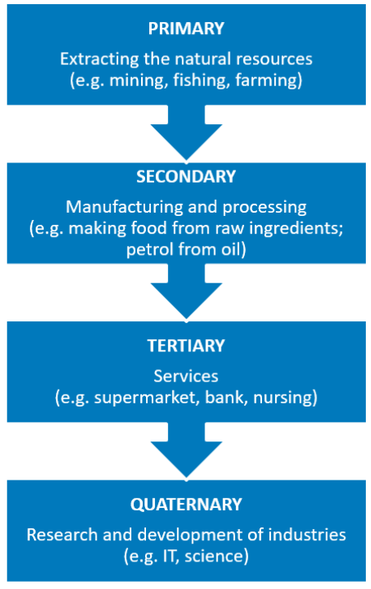
Natural resources are unevenly distributed across the Earth, and so people **trade** with each other in order to get the goods and resources they need.

Trade can happen at different scales:

- Local scale (e.g. swapping an orange from your lunch with a friend who has a banana; buying strawberries from a local grower)
- National scale (e.g. buying British beef in the supermarket or in McDonalds)
- Global scale (e.g. buying a t-shirt that was made in Turkey, or buying a game that was made in China). When countries trade together:
  - **Imports** are what is brought into the country.
  - **Exports** are what is produced in and leaves the country.

Trade happens at different stages of production:

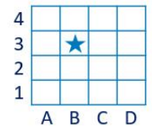
There are different stages of production, which pupils will learn about in KS3 (see right), and trade happens at all levels. For example, a farmer might trade his potatoes and then buy a packet of crisps (made of potatoes); or a country might export iron and import steel (made of iron).



Stages of production

Disciplinary — Lesson 4. Where do I get my banana from?

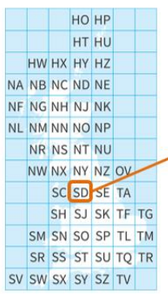
In Year 4 maths, pupils will have learned how to use coordinates in the first quadrant and, in geography, applied this understanding to locate places using coordinates made up of a letter and a number (for example, B3 – see right).



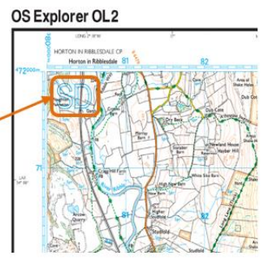
Grid references build on that understanding of coordinates and allow pupils the chance to use a system that is used by geographers, walkers and explorers today. This year they will begin to learn about 4-figure references; this builds to 6-figures in Year 6.

National Grid References

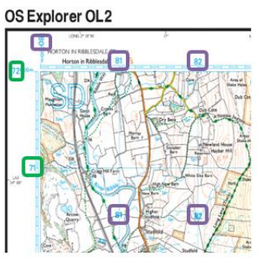
Britain is divided into named squares, each 100km across:



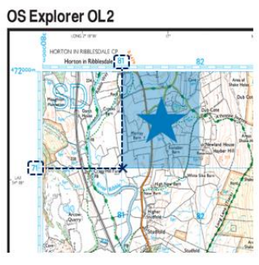
Every OS map will reference these named squares somewhere – in the legend or in the corners of the map – to tell us where in Britain the map is.



Every map also has numbers running along the sides of the map. The ones running south to north are called **northings**, the ones running west to east are called **eastings**.



To locate a square on the map, you need to look at the **eastings** and then the **northings** at the bottom left corner of the square.



The four-figure grid reference on the map is 8171. But, because there are lots of OS maps that will have similar coordinates, we need to also reference where in Britain we are looking at. The full four-figure grid reference is therefore SD8171.

Substantive — Lesson 3. How does my banana get to the UK?

Imports to the UK

The UK imported 55% of all the food that it consumed in 2019; it came from across the world:

Substantive — Lesson 5. Have we always eaten bananas in the UK?

Bananas are a relatively recent luxury in the UK, and their availability in the UK has changed over time. We can consider why this is the case by breaking down each stage of the process:

Bananas are grown in the Caribbean → Bananas are sold → Bananas are transported to the UK → Bananas are sold in supermarkets

Bananas are not native to the Caribbean. They were actually first grown in South East Asia. Arab traders brought them to the Middle East and to east Africa, and later to west Africa. They did mot arrive in the Caribbean until white settlers arrived in the 16th century, carrying them on their journey and trade routes from west Africa.

For the majority of human history, farming has been **subsistence** farming, which means that people grew food to sustain themselves, not to sell on a wide scale. **Commercial** farming, where farmers grow crops to sell, became more commonplace in the early 19th century (though this varies hugely across the world – lots of communities have to or choose to rely on subsistence farming today).

Bananas need to be stored and transported in large refrigeration containers on even larger container ships. When they arrive at the UK, they will go to a temperature-controlled centre to force the ripening process.

Refrigeration was developed in the latter parts of the early 19th century, which allowed for many more bananas to be traded.

Supermarkets have their own refrigerated storage facilities and quality control processes. Big chains manage demand across multiple shops, reducing the risk that their shops ever run out of bananas.

These large supermarkets have developed in the last 70 years or so; before this, the availability of bananas in individual shops was less certain.

Substantive **Lesson 6. Have we always eaten bananas in the UK?**

The farmers who grow bananas that are exported across the world face challenges.

- **Low wages**
  Bananas (and other primary produce) are commonly exported by LICs (low-income countries) or MICs (middle-income countries) to other MICs and HICs (high-income countries). Bananas are relatively cheap, and farmers often receive low wages. Prices can also fluctuate, and the farmers are always the first to lose out.
- **Poor working conditions**
  With such fine margins, the farmers are often forced to work in poor conditions. This may involve long hours, having to use dangerous chemicals (pesticides) without sufficient protection, or even children working to help their families earn a living.
- **Unpredictable growing conditions**
  There have been instances in the past where diseases have spread rapidly and almost wiped out certain species of banana. Similarly, the changing climate and weather patterns mean that farmers cannot always guarantee a successful harvest.

The Fairtrade Mark is made up of a blue sky (symbolising optimism), an arm raised in the air (for empowerment) and green (for growth).

How Fairtrade helps

Since its establishment in 1992, Fairtrade has set minimum standards for the pay and conditions of workers, as well as environmental standards. Bananas that carry the Fairtrade mark (left) have been produced by farmers and companies who meet these standards.

The price of Fairtrade bananas includes Fairtrade Minimum Price for the produce itself, as well as an additional Fairtrade Premium that can be used to invest in community and other social projects.

This Fairtrade video is gives an introduction to Fairtrade and to Fairtrade farmers in Panama; you could show parts of this to your pupils.

Impact of Fairtrade in the Dominican Republic (information taken from Fairtrade.org.uk)

The Dominican Republic is one of the poorest countries in the Caribbean after Haiti (which pupils will have studied in Year 4, when looking at the earthquake that happened there), with 42% of its population living below the poverty line.

Fairtrade has helped the community, because the additional income has built and repaired schools, built a new IT centre for children, supported a free health clinic for check ups, funded clean water projects and helped educate farmers on how to maximise their yields.

Santo Domingo, the capital city of Dominican Republic

Banana plantation in the Dominican Republic

Mariano Manzuela (64) is one of the poorest farmers in his community. He has a wife and 11 children, and he and his family have been supported by the additional income from Fairtrade. He has been able to repair and extend his house, and his children are benefiting in their education: his youngest son's primary school is getting a new classroom, and others of his children have received scholarships to help them stay in school.

Mariano is now hopeful that his four children who are still in school will be able to finish their education, unlike their oldest sister who was forced to drop out of university because it was too expensive.

Should we buy Fairtrade bananas?

There are a range of arguments that people may put forward for and against buying Fairtrade – some are stronger than others!

Costs for customers

Buying Fairtrade is too expensive.

Fairtrade is about making sure that the farmers receive a fair price/wage for the products they grow.

This does not have to be done by customers paying more – instead, farmers often receive a greater proportion of what customers pay. For example, instead of receiving 6p for every £1 product, farmers may receive 10p.

Fairtrade bananas are therefore not much more expensive than non-Fairtrade bananas. The difference between the two in Asda is just 2p. On average, each person in the UK eats 100 bananas per year – so this works out at an additional £2 per year.

Moral or ethical considerations

What happens on the banana farms does not affect me or my family. I would rather donate to charities closer to home.

Fairtrade is a very easy way to make a difference to people's lives. I know I'm lucky in many ways, and want to help others who are less lucky.

Impact

The way that Fairtrade is works is not every fair. The opportunity to become a Fairtrade farmer is not available for everyone even if they need it. There are lots of people in some of the poorest countries in the world who are not able to become a Fairtrade farmer.

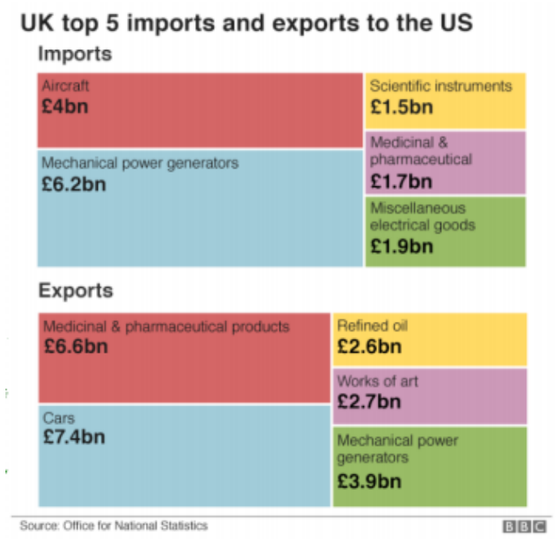
Even if Fairtrade has not been able to help everyone who needs it, it has still helped many thousands of people like Mariano.

Aspire ★ Believe ★ Explore ★ Achieve

Why should the rainforests be important to us all? Rainforests.

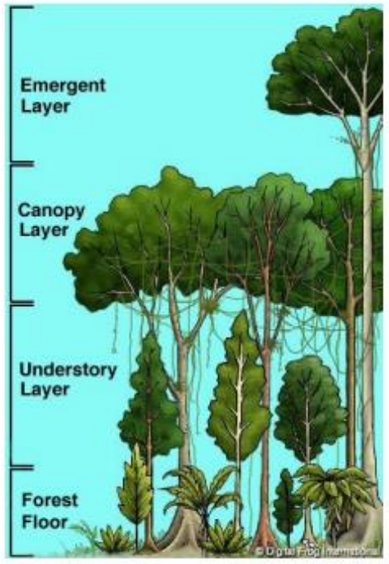
What should I already know?

- The seven continents and five oceans.
- The names of some key **rivers** around the world including the Thames and the Nile.
- The main **biomes** and **climate zones** around the world, including rainforests.
- The **climate** of South America and how it differs to the UK.
- Some of the human and physical features of Brazil.
- The **climate** of places is affected by their location (e.g. the **equator**, **Tropics**).
- The effects of **climate change** and **pollution** on the Earth.
- The effect of **deforestation** on the Mayan civilisation.



Geographical Skills and Fieldwork

- Use atlases, maps and aerial photographs to find **rainforests** and explain what the **climate** is like there. Explain why **rainforests** cannot be found in the UK.
- Label maps to show where **rainforests** can be located.
- Compare the average rainfall in different **climate zones**, including the **rainforest**, and draw a graph to represent this.
- Compare the sizes of different **rainforests** and represent them in a table.
- Explain how the **vegetation** and animal life changes in the different layers of the **rainforest**.
- Investigate the effects of **climate change** and **pollution** on **rainforests.** Use your knowledge to create a campaign to limit **pollution** and **deforestation.**
- Explain how **deforestation** can impact the Earth.
- Research **trade routes** from the UK, looking at key **exports** and **imports**.
- Investigate the **natural resources**, such as **palm oil**, that can be found in the **rainforest** and the role they play in **trade routes.**
- Describe the **fair trade** process for some products from the **rainforest.**
- Follow a product from the **rainforest** through the **global supply chain.**
- Explain **sustainability** and the role **rainforests** play.



Where can **rainforests** be located?

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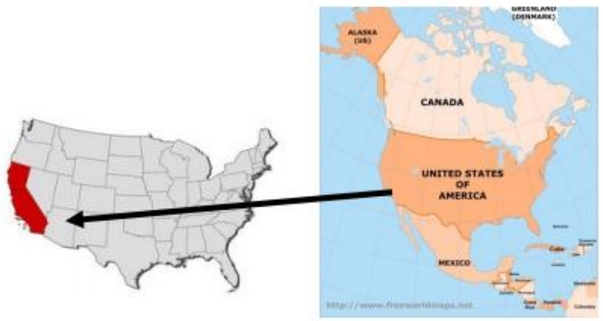
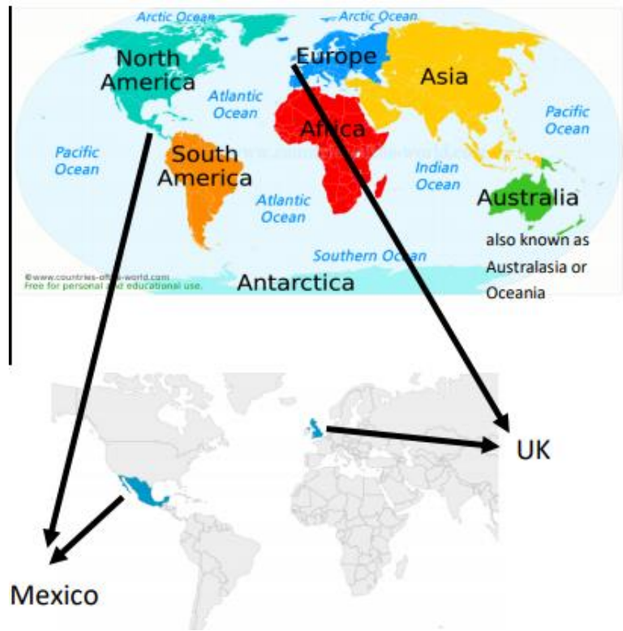
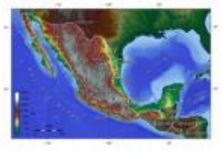


California is a place in the **country** of United States of America, which is in the **continent** of North America.

<u>What is so special about America? North and South America. Land use.</u>



California	There are many **cities** in California - famous ones include Los Angeles and San Francisco.   There are many places of interest in California, including the Golden Gate Bridge and the Hollywood sign. This means that there are lots of **tourists**. The biggest **trades** in California are technology, **farming** and entertainment. California has nearly 40 million people living there.	 Sierra Nevada **mountain** range  Mojave **Desert** California lies on the edge of a **tectonic** plate - **earthquakes** occur there. The **climate** varies depending on where in the state you are.

Mexico	Mexico has many villages, towns and cities. The capital city in Mexico is Mexico City, one of the biggest cities in the world. Mexico City began as the home of an ancient empire and grew into a massive, modern **metropolis**.  Many **tourists** visit Mexico, especially the **coast** and Mayan and Aztec ancient structures. Mexico's main **exports** include vehicles and electrical machinery. The main language is Spanish.	There are deep **canyons**, **peninsulas**, tall mountains, dry deserts, national parks and forests. There is a long **coastline,** which attracts many tourists.  Central Mexico is mountainous, with peaks reaching over 16,000 feet in elevation. Many of these peaks are volcanic - volcanic soil is very **fertile**. Because of this soil and the fresh water from the mountains, the valleys of central Mexico were home to some of the oldest settled civilizations in the world.

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Medium term Geography plan Year 6

	Spring 1	Summer 2
Whole school **drivers**	Conservation We intend to learn about the real people who have lived and looked after Sheffield.	Community We intend to look at ways to protect our planet using sustainability.
Lead topic question	Overarching enquiry question: How has Sheffield's economic activity allowed it to grow?	Overarching enquiry question: Why does migration matter?
Tier 3 Vocabulary	Tier 2: Economic – relating to the accumulation of wealth and resources **export** – send goods to another place **import** – bring goods into a country or town **land use** – the term used to describe the human use of land **rural** – a geographic area outside towns and cities **urban** – a town or city often densely populated **survey** – a research method of collecting data **Industry** – large-scale business activity e.g., steel or coal Tier 3: **Urbanisation** - the process of making a place more urban **Ordnance Survey** – the UK's national mapping agency **Grid reference** – a system to locate places using coordinates **Population density** – the average number of people living in an area	Tier 2: **emigrate/emigrant** (verb/noun): to leave your home country to go to another/someone who leaves their home country **migrant** (noun): someone who moves from one place to another **immigrate/immigrant** (verb/noun): to come to live in a different country that is not/someone who comes to live in a different country **Climate change** (noun): a change in global or regional climate patterns. Tier 3: **types of migrant**: • **voluntary migrant**: someone who chooses to move from one place to another, usually for social or economic reasons • **asylum seeker**: someone who has been forced to move from one place to another place in a different country. They have not yet had their asylum claim approved. • **refugee**: someone who has been forced to move from one place to another place in a different country. They were an asylum seeker but have now had their claim approved **pull factor** (noun): a reason for moving to a new place (which is usually social or economic) **push factor** (noun): a reason for moving away from a place
Progression coverage	**Learning Question 1: How can I locate Sheffield and its surrounding locations?** • Know Sheffield's location relative to other cities in terms of scale • Know that maps and atlases can provide a broad range of valuable information • Use maps and atlases to locate areas in Sheffield • Use maps to locate counties and cities in the UK **Learning Question 2: How do geographers use 6 figure grid references to identify key places in Sheffield?** • Know that the Ordnance Survey is the national mapping agency for Great Britain. • Know blue symbols on an OS map are tourist spots. • Know symbols for roads on an OS map and some symbols for forests and trees. • Know how find a 6-figure grid reference by dividing a grid into tenths. • Know that 6 figure grid references give a more specific location than 4-figure. **Learning Question 3: How do geographers use field work to observe, measure, record and present the human features in the local area?** • Know that field work is the process of observing and collecting data in an environment. • Know that an enquiry is a hunt for knowledge. • Know that shops are important for the local area • Know that trade connections to the rest of the city run through our local area. • Find out the key functions of the local area (human features)	**Learning Question 1: What do we need to live?** • Know **Maslow's hierarchy of needs** show what humans need to survive and thrive • Know **migration** is the process of moving from one place to another. It does not have to be between countries, but where it is, it is called **immigration** (in) or **emigration** (out) • Know people migrate because of **push** and **pull factors** • Consider essential and desirable things for life, and will create their own hierarchy (similar to Maslow's). • Know some of key vocabulary around migration to prepare them for case studies in future lessons. • Children will have a contextual understanding of the types of migration, and to address any misconceptions that may be held, e.g. all refugees come from the same few countries. **Learning Question 2: What is voluntary migration?** • Know that voluntary migration usually happens because of economic or social factors. • Know that expectations of migration are not always met in reality. • Children to learn about **Poland through a European** case study: Poland to UK 2004-today • Children will already have previous knowledge of Poland in Year 3 through the study of the Tatra Mountains in Poland. **Learning Question 3: What is forced migration?** • Know that forced migration happens because of life-threatening events, such as conflict or physical disasters • Know asylum seekers are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status • Refugees are given international protections and support in settling in a different country • Children will already have learned about human rights in History during Summer 1 • Children study a range of brief examples of forced migration across the world: locate on a map and decide whether each is forced because of conflict or disaster (or both) and whether each is internal or international (or both). **Learning Question 4: What are the consequences of forced migration?** • Complete an **Asian/European** case study: Syria to countries in Europe • Know why individuals were forced to leave Syria • Know what life was like on the journey • Know what life can be like for refugees in the UK. • Know examples of migration into Sheffield (our local area). **Learning Question 5: What are the effects of climate change on migration?** • Know what climate change is a change in global or regional climate patterns caused by an increase in carbon dioxide from burning fossil fuels. • Know that climate change is caused some regions to become more difficult to survive. • Know that climate change has led to sea levels rising and endangered some coastal areas. • Know that increased temperatures have increased the occurrences of droughts, famines and forest fires. • Know that some areas of the world will receive migrants as a result of forced migration (e.g. Africa to North Europe)

Learning Question 4: What is the economic activity in Sheffield and how are natural resources used by humans? (coal and steel)

- Know that historically Sheffield has been successful in producing Steel.
- Know that Sheffield has 5 rivers and these have been used to support the steel industry.
- Know that Sheffield has become famous for cutlery production.
- Know that Sheffield has a canal originally designed to enable the transportation of goods.
- Know that many people work in the service sector in Sheffield – including at Meadowhall.
- Know that on 22nd February 1819, 60,000 people watched the first coal barges travel along the brand-new Sheffield Canal

Learning Question 5: How have land-use patterns changed over time in Sheffield?

- Know that historic maps can be used to compare land-use patterns over time.
- Know that Sheffield has urbanised in the last two centuries.
- Know that urban areas of Sheffield have expanded.
- Know that the economy of Sheffield has changed – the decline in steel production.
- Know that the creation of Meadowhall has led to changes in the way the city centre is used.
- Know that transport links have changed over time – roads developed but tramlines have been removed,

Learning Question 6: What is the significance of the Greenwich Meridian and time zone – including day and night?

- Know that Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.
- Know there is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.
- Know that the Prime Meridian splits the world into eastern and western hemispheres.
- Know that it is night in some parts of the world while it is day in other parts, different places in the world have different times.
- Know the world is divided into 24 different time zones.
- Know that some larger countries such as USA and Russia have multiple time zones.

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What makes Sheffield so special? Local area study.

Influential Person: Benjamin Huntsman		Interesting Facts			
	Benjamin Huntsman (1704-1776), who operated a foundry at Handsworth, invented the crucible steel process. This meant that tougher, high-quality steel could be produced in larger quantities. The demand for this steel increased rapidly and, in 1770, his factory moved to Attercliffe in the Don Valley. This area later became the main location for the huge steel making industry of Sheffield.	Stainless steel is one of the most recycled materials on the planet.		Sheffield's Crucible Theatre is named after the container that was used for heating and melting iron.	
		Stainless steel can be used as soap! It can remove strong smells and is commonly used by chefs to help rid their hands of smells like garlic and onions.		The stainless steel spheres in Millennium Square in Sheffield city centre are a piece of public art called Rain, by sculptor Colin Rose.	

Sheffield's Steelwork's History

Sheffield is famous for the steel it makes. Hundreds of years ago, in the past, Sheffield was known for the different cutlery it used to make. There were many factories in Sheffield which used steel to make different things. Sheffield is an industrial city.

Nowadays there are still some factories used to make steel products.

Although city status was granted in 1893, Sheffield is sometimes known as the largest village in England because of its isolated location amongst seven hills.	
Sixty-one per cent of Sheffield's entire area is green space and a third of Sheffield lies within the Peak District national park.	

A map of the Seven Hills of Sheffield

A map of the Seven Hills in Sheffield

Substantive

Lesson 1. What do we need to live?

Needs and wants

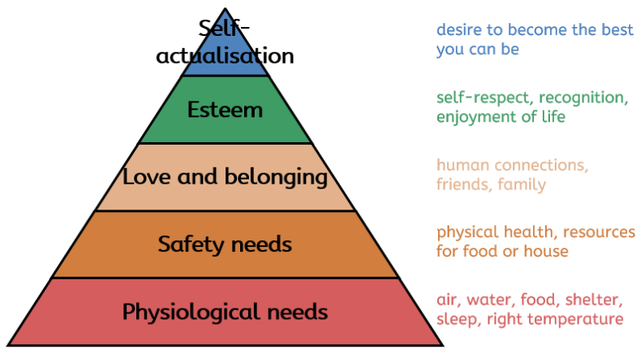
Humans need certain things to survive, such as water, food and nutrition, oxygen, safety from physical harm, and shelter. We should consider these things as **essential** for human survival.

Humans also want certain things in their life, such as a well-paid job, access to entertainment and leisure facilities, and a nice house. We can consider these things as **desirable**.

Some things – such as human connections – may have once between considered desirable but are increasingly being considered as essential. We can see this in the impact of national lockdowns and social isolation on the mental and physical health of many.

Maslow's hierarchy of needs

Abraham Maslow was an American psychologist who, in 1943, published his **Hierarchy of Needs**. This set out all the things that people need to survive and to thrive, and how they are motivated to take action when these needs are not met.



Note for teacher

Maslow's hierarchy was written in the context of human motivation, not migration. As such, it is difficult to directly relate the two (for example, it is hard to say that people choose to migrate for 'more self-actualization'). You may therefore discuss Maslow's hierarchy and its uses, but then summarise the essential and desirable in a simpler pyramid:

Substantive

Migration

When people do not have their needs met, one option is to move from one place to another. This is **migration**.

Migration can be categorised based on its scale: **national/internal migration** is movement of people within a country, whereas **international migration** is movement of people between countries.

When we consider international migration, we can talk about:
- immigration (migration **in** to a country)
- emigration (migration **from** a country, or **e**xiting a country)

These also give rise to the terms **immigrant** and **emigrant**.

In general, anyone who is moving from one place to another is a **migrant**.

Push and pull factors

The reasons why people migrate can generally be grouped into push and pull factors.

- **Push factors** are reasons why people choose (or are forced) to **leave** a country. Often, these are circumstances that result in essential needs – or needs lower down in Maslow's hierarchy – not being met. For example, push factors may include famine, war, high unemployment or poor healthcare.
- **Pull factors** are reasons why people choose to **enter** a particular country. These are usually related to the push factors: for example, employment opportunities may be a pull factor when high unemployment is a push factor.

In this lesson, pupils will be introduced to the key vocabulary of migration and push and pull factors and some basic examples of each. In future lessons, pupils will learn about case studies, compare them, and will learn about the differences between forced and voluntary migration in context.

Additional Knowledge

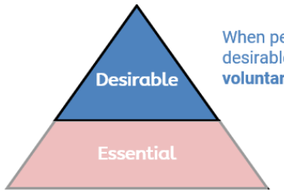
Migration can also be categorised as **temporary** and **permanent**. While this is not conceptually challenging, it can become tricky when trying to decide whether someone who intends to migrate until retirement age is temporary or permanent migration. In any case, we are also exposing pupils to national/international, forced/voluntary, and using examples from Europe/Asia – and therefore it might be a too cognitively demanding.

Substantive

Lesson 2. What is voluntary migration?

Voluntary migration

Voluntary migration (usually economic migration) occurs when people make a choice to leave their **source** country and move to a **host** country. It usually relates to the higher parts of Maslow's hierarchy.



When people could stay in their host country but want more desirable things in their life and so choose to migrate, it is **voluntary** migration.

Voluntary migration usually happens because of **social** or **economic** factors, and not factors of personal safety or security. Social and economic factors include:

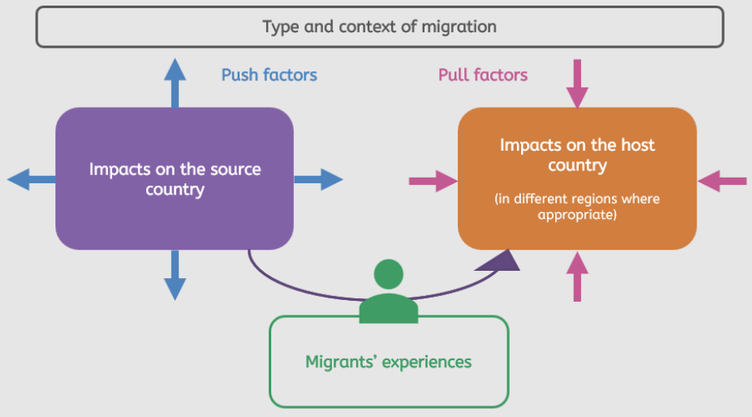
	Push factors	Pull factors
Economic	• Unemployment • Low wages	• Job opportunities • High wages
Social	• Poor access to education • Poor access to healthcare • High crime rates • Poor transport links • Social isolation • Poor access to entertainment or leisure	• Good access to education • Good access to healthcare • Low crime rates • Good transport links • Community and belonging • Good access to entertainment or leisure

These factors are very often linked: unemployment may be a push factor in one place, and job opportunities may be a pull factor for another.

It is often the case that voluntary migration does not always live up to expectations. Voluntary migrants may immigrate to another country in search of a 'better life', but it does not always happen.

Notes for teacher

- You should cover all aspects of the case study, but **you should adapt how you deliver the content in a way that is appropriate for your class.**



Substantive

European case study: Poland to the UK, 2004-today

Context

The UK has been part of the European Union since 1973 (when it was then called the European Communities), and free movement has been central to the EU since 1992. This means that, since 1992, people living in the EU are entitled to move to any other country in the EU and have the same access to employment, healthcare, housing and education as any other citizen.

Poland joined the EU in 2004 and many Poles took the opportunity to live and work in the UK. Most were young people who had suffered most from high unemployment in Poland.

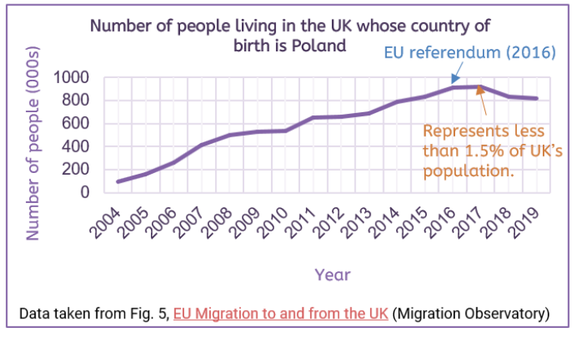
This is an example of **voluntary migration**, because people could have stayed in Poland, but made a choice to move to the UK. It is **international migration** because people are emigrating from one country, immigrating to another.

According to the Migration Observatory (right), the number of people living in the UK whose country of birth is Poland reached a peak in 2017, at almost 1,000,000.

However, the number has been declining since 2017, the year after the UK voted to leave the EU in the 2016 referendum. This result may have led some Poles and other EU migrants to feel uncertainty about their right to stay in the UK or their right to work, and/or to develop a sense that they were not full accepted by the society they lived in.

However, we should not overemphasise Brexit as a reason for many Poles' return to Poland. For many – particularly those who had always planned to return to Poland – it may have just been a 'final push'. Poland's economy has also grown substantially in recent years, meaning the relative economic push and pull factors are weaker.

Warsaw (capital city)



Data taken from Fig. 5, EU Migration to and from the UK (Migration Observatory)

Substantive

Push factors

- **Unemployment** (economic). In 2005, more than 35% of young people (aged 15-24) were unemployed, and almost 15% of the adult population were unemployed. People struggled to find work, and so struggled to make enough money to live securely.
- **Low wages** (economic). Many Polish immigrants in 2004 were skilled workers – teachers, healthcare professionals and managers – but had struggled to earn enough money to survive themselves, let alone support a family in Poland. Wages were four times lower in Poland than in the UK.

"I worked at a secondary school but because payment was very poor I also gave private classes at language schools which ended up with me work 10 or 12 hours, so I would leave home at 7am and coming home 7pm, 8pm, working 12 hours. I got the proper amount of money but only after working 12 hours… here you get the money which is OK, you have time for yourselves, just to enjoy yourselves doing the things you want to do, and the pace is much slower, it is not living in a rush all the time."
– 'Gosia', who left Poland in 2005 and lived in a city in the West Midlands.

Pull factors

- **Job opportunities** (economic). Unemployment was much lower in the UK than in Poland, and there were opportunities to work in a range of jobs, requiring a range of skills, from cleaning to construction to teaching to healthcare.
- **Higher wages** (economic). Wages were four times higher in the UK than in Poland.
- Belief that life would be '**better**' in the UK, such as better access to healthcare, education for children, and entertainment (social).
- **Open borders** (political). Although EU citizens have the right to live and work in any other EU country, some countries in the EU – including France and Germany – delayed the right of new migrants to live and work in their country. The UK was one of only 3 countries in the EU to welcome new EU migrants straight away in 2004.
- **English speaking** (social). Many Poles could speak at least basic English as a second language and could develop this further in the UK.

Common Misconception

All Polish migrants are unskilled workers.

This is not true. While some had little employment experience due to unemployment levels in Poland, others were skilled and moved because of the higher wages – around 40% had a university degree.

Additional Knowledge

Although not traditional 'push' and 'pull' factors, Poland had a culture that encouraged migration, and saw it as a normal way of life. For example, Poles were used to travelling to work in Germany before 2004.

The fact that Poland had seen communism collapse in 1989 is also significant. It firstly created a newfound sense of freedom through, for example, people being allowed to keep their passports at home again. It secondly created a challenging economic context, as the move to capitalism (from communism) took a long time and contributed to the high unemployment levels in 2004.

Substantive

Impacts on the source country

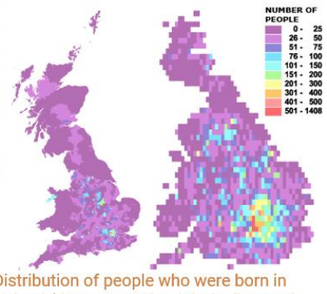
- **Reduced working-age population** (economic). If too many people moved away from Poland, there may not be enough people to do all the jobs required in Poland. While this may not have been a problem while unemployment was high, this would only be the case for so long. Also, if all skilled workers left Poland, a very particular skills gap would be left behind.
- **Influx of money to Poland** (economic). Many Polish immigrants moved to the UK to work and intended, at some point, to return to Poland. Many Poles sent a proportion of their wages back to Poland, either to families or to savings accounts there.
- **Workers may return with new skills** (economic) **and new cultures** (social).
- **Families who do not migrate together may be broken up** (social).

Impacts on the host country

- **Higher productivity** (economic). With more people doing the jobs that needed doing, the UK economy benefitted every year. Tax contributions rise.
- **Sharing cultures** (social). Polish immigrants moved to a range of places across the UK, not just one place. This means that most UK towns and cities have Polish shops, Polish children in schools, Polish workers in hospitals, schools and offices. The UK's history of a history of migration, and these communities benefit from others' foods, festivals and cultures.

Polish shop

Days of Poland festival (London)



Distribution of people who were born in Poland (the map on the right is distorted because each square has approximately the same population – so densely population London takes more space than sparsely populated Scottish Highlands.

Additional Knowledge

Some might argue that immigration from eastern European countries – not just Poland – has contributed to tension in some communities. A combination of various economic and social conditions in parts of the UK has increased the popularity of anti-immigration political parties and policies. In 2015, 13m citizens voted for UKIP, a party that says migrants keep wages low and put pressure on the state's education and healthcare services.

Substantive

Migrants' experiences

Every Pole who moved to the UK will have had a different experience. Many will have had positive experiences – including better access to healthcare, education and employment than they had in Poland – but many will also have been shown hostility by some living in the host country.

Some people in the UK have misconceptions about immigration and may say that Poles and other migrants have 'taken our jobs', 'live off our taxes' or are all 'unskilled' workers. These are not true, and some facts to counter these misconceptions include:

- Between 2001 and 2011 migrants from EU contributed 34% more to the UK than economy than they received; recent immigrants are 45% less likely to claim benefits or tax credits than UK citizens.
- Polish and other EU migrants help keep the NHS running: as of March 2021, 5.4% of NHS England staff were EU migrants (including over 10,000 Poles).
- 25% of Polish immigrants 2001-2011 had a degree.

Reports of racially-aggravated offences increased after the 2016 vote to leave the EU. For example, the Polish Social and Cultural Association in London was vandalized (see image right).

Note for teacher

Clearly, this topic needs to be treated sensitively. If appropriate, you can show pupils the graffiti but you need to be clear that this is wrong and discuss why. You may reference British values, or topics that have been covered in PSHE through Jigsaw.

I miss people, and I miss places, my places. I'm here and I'm fine, I'm open to new places and new people, that's fine. But they are not my places and my people. I can meet people, I can talk to them, I can even have fun doing this, but it is not emotional. I miss people and I miss my places…
– 'Gosia', who left Poland in 2005 and lived in a city in the West Midlands.

When I first arrived here my English wasn't that good, but I could hear people talking behind my back saying '****ing Poles, coming here, stealing our jobs', thinking I don't understand. A few years after I got used to it. I didn't steal anybody's job. I went to the job centre and applied for it.
– 'Kasia', who left Poland in 2006 and lived in a town in Lancashire.

To be honest with you my first accommodation here was a nightmare… It was a little tiny hotel with horrible rooms… After a month we found an agency who helped us to get our own house. And then we started living as a family, like in Poland. We could cook dinners, sit at the table together, have guests…
– 'Kasia', who left Poland in 2006 and lived in a town in Lancashire.

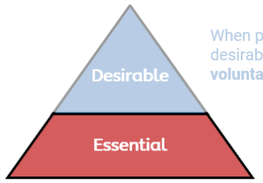
Substantive

Lesson 3. What is forced migration?

Forced migration

Unlike voluntary migration, which is about making a choice to move to another place, **forced migration** occurs when people have no choice but to move: circumstances are such that they have to move to survive.

It is more about the push factors – because people are literally being forced to leave a country – but pull factors are still at play too. When a person is forced to leave their country, they may have little choice about where they go, but will often have a preference and try to make that happen (for example, refugees taking enormous risks to be smuggled to the UK).



When people could stay in their host country but want more desirable things in their life and so choose to migrate, it is **voluntary** migration.

When people cannot stay in their host country safely and have no other option but to migrate, it is **forced** migration.

Forced migration can happen as a result of:

- **Physical disasters**:
  - **Geophysical events** like volcanic eruptions and earthquakes can destroy entire communities and force people to find a new place to live, temporarily or permanently.
  - **Weather events** like storms, floods and wildfires can destroy homes and directly force people to move. Other weather events like droughts may lead to famine, which cause people to move in search of food.
- **Conflict and violence**:
  - **Civil wars or unrest** may make it physically unsafe for people not to move.
  - **Criminal violence** may endanger the lives of all people living in a place.
  - **Persecution** may endanger the lives of certain groups of people living in a place.

Often, these causes will interlink and create more problems. Some people may be displaced and forced to migrate for multiple reasons: first because of conflict and violence but then because of drought and famine.

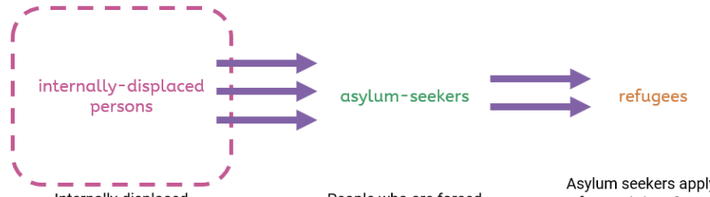
Substantive

Internally displaced persons vs asylum seekers vs refugees

There are important distinctions between these terms.

- **Internally-displaced persons** are people who have been forced to leave their homes but have not had to leave their country. They have had to move to a different part of the same country.
- **Refugee** is a legal term to describe someone who has had to leave their country and move to another country for 'a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group of political opinion' (1951 Refugee Convention).
- **Asylum seekers** are people who have had to leave their country and move to another country, and applied for refugee status but have not yet been granted it. All refugees would once have been asylum seekers, but not all asylum seekers will have their applications approved and gain the protections of refugee status.

All of these come under forced migration, and all could be as a result of the circumstances on the previous slide. Even though the technical definition of refugee is related to persecution, in practice it is much broader and, in 2020 a UN human rights body agreed that effects of climate change can be considered when examining asylum claims.



Internally-displaced people do not leave their home country.

People who are forced to leave their country are asylum seekers.

Asylum seekers apply for refugee status. Some, but not all, will have this application granted.

Common Misconception

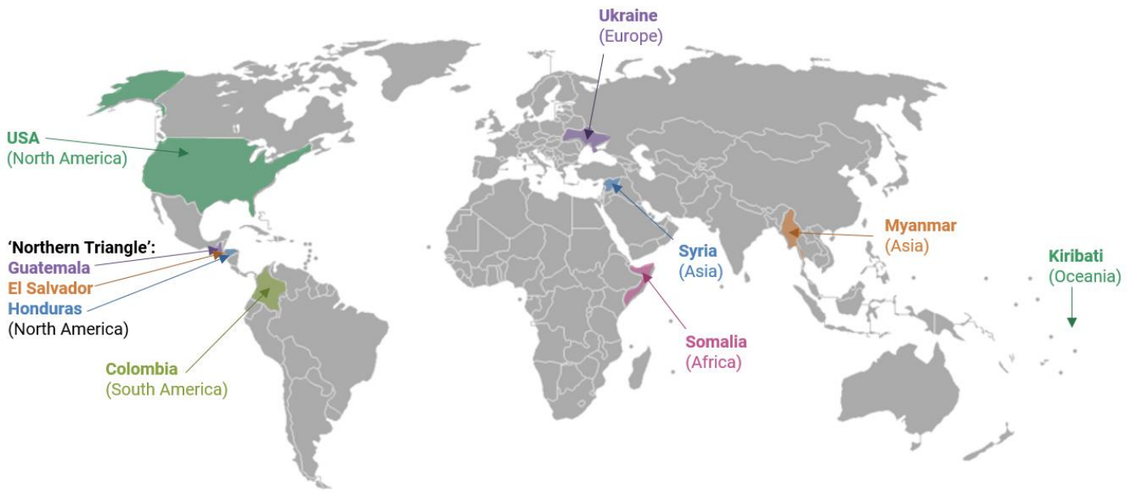
Refugee status is granted the same across the world.

This is not the case. Refugee status is granted by different countries and is therefore affected by politics. Some countries will accept more than others. For example, in 2020 Ireland accepted ~75% of applications, whereas France accepted ~15%. In addition, people from El Salvador are more likely to have their asylum applications granted in Belgium than the USA.

Substantive

Examples of forced migration across the world

These examples will not be studied in depth in this lesson, but will give pupils the opportunity to see examples of forced migration within and across countries that has been caused by a range of situations. These examples have been chosen to give that breadth of type, reason and location across all inhabited continents.



Substantive

United States of America (North America)

More than 1m people in USA were internally displaced in 2020, all because of natural disasters.

For example, hurricane Laura in 2020 caused flooding in Texas and Louisiana (as well as countries in the Caribbean) and caused more than 500,000 people to have to leave their homes.

Wildfires have also been an issue. Wildfires in Oregon caused more than 100,000 to become displaced.

In more economically-developed countries like USA, displacement usually happens for a smaller amount of time because the country has the finance and infrastructure to respond quickly.

Centre in Louisiana that is supporting displaced people.

People walk along a highway in Guatemala in an attempt to reach the US border

Northern Triangle (Central America, North America)

The 'Northern Triangle' refers to the countries of El Salvador, Guatemala and Honduras. More than 2m people have been forced to leave these countries since 2014, because of the fear of violence from criminal gangs.

Back to back hurricanes have also meant that people have lost their homes and are forced to move away from their home country.

Many people are seeking asylum in the USA, but the USA is taking a long time to process all the applications, and life for people in the meantime is very hard.

Note: People from the Northern Triangle travel over land to reach USA, and so try to gain entry at the USA-Mexico border. Therefore, when talking about migration at this border, we need to be clear that some is voluntary (mostly from Mexico), and some if forced (mostly from the Northern Triangle).

Colombia (South America)

Conflict and violence by illegal groups have internally displaced thousands of people in Colombia, particularly indigenous groups and African-Colombian people.

The Nukak Maku are an indigenous group: 'Why do they want us out of the forest? We are scared… Now they threaten us with their guns and we have to keep quiet. They come with their drugs and their mines and we are scared.'

The situation was made worse in 2020 by floods and hurricanes. These destroyed homes and displaced thousands more people. They have to look for new places to live in Colombia.

Flooding in Colombia

Substantive

Syrian refugees in Lebanon

Syria (Middle East, Asia)

Since 2011, civil war in Syria has forced more than 6.6m people out of their country (asylum seekers and refugees), and a further 6.7m remain displayed inside the country.

The vast majority of Syrians live in other countries in the region like Turkey, Lebanon and Jordan – Turkey hosts 3.6m people alone.

Some Syrian refugees have also travelled to Europe, where they often live in poor conditions in camps.

This case study can be explored in depth in lesson 4

Centre for internally-displaced people in Ukraine

Ukraine, (Eastern Europe)

In 2014, a conflict began in eastern Ukraine between groups who want to separate their land from the country of Ukraine (who are supported by Russia), and the Ukrainian government.

Since 2014, 1.5 million people have been forced to leave their homes because they have been destroyed or they fear violence. Many live in temporary shelters or elsewhere in the country.

Be mindful that the current war (2022) in Ukraine will have sensitive images and stories.

Somalia (East Africa)

Conflict in Somalia has been ongoing since 1991 when a dictator was deposed. Recently, there has been lots of unrest in the rural areas, as the Islamist militant group al-Shabab try to take over as many places as possible.

As well as the conflict, disasters have destroyed people's homes and source of food. Damaging flooding occurred in southern areas of the country, and plagues of locusts destroyed crops.

These circumstances are forcing many Somalis to move from their homes. Some move within the country, like to the capital city of Mogadishu. Others leave Somali completely, and travel as refugees to nearby countries of Kenya and Ethiopia.

Somali refugees in Ethiopia

Substantive

Rohingya refugees in a camp in Bangladesh

Myanmar (Southeast Asia)

The Rohingya are one of many ethnic minorities in Myanmar. They are being persecuted in Myanmar, with some of the worst attacks happening in 2017. Rohingya men, women and children were killed and villages were burnt to the ground.

Hundreds of thousands of Rohingya fled Myanmar to Bangladesh as refugees. Kutupalong in Bangladesh is the largest refugee settlement in the world, and home to 600,000 refugees from Myanmar.

While safe from persecution in Myanmar, many refugees still live in danger. Violent gangs are prominent and attack refugees, and Bangladesh is looking to move refugees to a new location on a vulnerable island.

Kiribati (Pacific island, Oceania)

Kiribati is an island in the Pacific Ocean, between Hawaii and Australia. The land is 6m above sea level, and climate change may soon cause sea levels to rise high enough that the island is completely submerged.

The more than 100,000 people who live there will have no home and will be forced to move to another country. The people living on Kiribati may become some of the first climate refugees.

Rising sea levels in Kiribati

Substantive

Lesson 5. What are the consequences of forced migration?

Case study: A journey from Syria

Once pupils have seen a range of example of forced migration – national and international and for a variety of reasons – they can explore one case study in depth.

The resources provided focus on the story of Ishmael Hamoud, who was one of the first Syrian children to legally come to the UK. His journey took him from Aleppo in Syria overland to Turkey, by boat to Greece, overland through many European countries to a short stay in the 'Calais jungle' and finally to the UK. Through Ishmael's story, pupils can explore in more depth:

- Why people are being forced to leave Syria
- The difficult journey which includes travel by land and sea, and often stays in refugee camps
- Experiences of refugees in the countries they arrive in

You should be clear that this is just one refugee's experience – most refugees from Syria actually travelled to neighbouring countries like Lebanon, Jordan and Iraq. A smaller proportion travel to Europe, and a small proportion of those migrants settle in the UK.

To reinforce this point, you can share this BBC interactive page, which gives you a range of scenarios and asks you to make choices at each stage (e.g. Jordan or Turkey; by sea or by land). It shows how many different journeys could be made.

Notes for teachers

This lesson deals with sensitive issues. For advice on how to handle discussions in your class, see page 25 of the Unicef document:
in-search-of-safety-complete-teaching-pack.pdf (unicef.org.uk)

You may also choose to extend this lesson to explore the issue of people smugglers and/or the actions of UK and France in relation to attempts at crossing the English Channel.

Substantive

Video found on:
From Syria to UK: A young refugee's unique story (aa.com.tr)

Why leave Syria?

Relevant parts of Ishmael's video:
- 0.00-0.08 – footage of conflict in Syria
- 0.46-0.56 – Ishmael talking about why he left

Civil war in Syria meant that, in many parts of the country, fear was a part of daily life of thousands of people.

Achmed (14) remembered: 'Being scared was a permanent state of mind. I was always scared. When I went to bed, I also wondered if I would wake up the next morning.'

Hamza, a Syrian child, who talks about being afraid of airstrikes and how his country has changed.

Fadi, a Syrian child, whose father was killed and who lost an army in an airstrike. He talks about being forced to move from his home.

The journey from Syria

Relevant parts of Ishmael's video:
- 1.07-1.46 – how he travelled and which countries he travelled through
- 3.02-3.45 – the Calais 'jungle'

Where did the journey take him?

Ishmael doesn't mention this in the video, but he also travelled through Austria!

Substantive

Refugee camps

Many refugees spend a least some of their journey in refugee camps. These are places where refugees go (or are taken when caught travelling without appropriate documents) where applications can be started/processed. Food, shelter and medicine is available.

Governments prefer to have all refugees grouped together: it means applications can come from one place, food and medicine can be distributed in one place, and things like vaccines can be administered to refugees easily.

However, the experience of camps for refugees is varied, and can be horrific. Ishmael talks about the 'Calais jungle', which was dismantled in November 2016, and offered refugees very little reprieve. Similarly, the Moria camp in Lesvos (Greece), which was destroyed in a fire in 2020, was overcrowded, had hours of queues for toilets and food, allowed disease to spread quickly and was home to violence.

Other, newer camps – like one in Samos – have better facilities but come at a cost. There a very strict rules for refugees, and critics have likened it to a prison.

Calais jungle, before it was dismantled

Additional Knowledge

While the Calais jungle has been dismantled, refugees are still there, living in the woodland areas around the beach.

Substantive

Experiences of refugees in the country they settle in

Relevant parts of Ishmael's video:
- 2.00-3.03 – What life is like for him in the UK

There are lots of positive stories of what refugees and British communities have done together.

Additional Knowledge

Many refugees have successfully crossed the English Channel illegally. It was illegal because they have not yet had asylum granted in the UK. These asylum seekers are housed in temporary accommodation while their application for asylum in the UK is processed. Only once this is approved will they have a legal right to live in the UK.

For simplicity, this lesson focuses on experiences of refugees who **do** have that legal right to live and work in the UK – and so are largely 'success stories'. It does not go into details about the political nature of UK/France actions either side of the Channel, or how many claims of asylum are approved.

Many Syrians are beginning new lives in the UK.

Mohammad Rahimeh was a political science student in Syria. He, like many others, was forced to leave his home country. He travelled to Europe and learned to cook with a friend in a refugee camp in Calais. Now living in Brighton, Mohammad set up Mo's Eggs, a restaurant which is taking Brighton and London by storm!

Many medical professionals like dentists and doctors have to have specific UK-approved qualifications to be able to practice in the UK – which means Syrian-born dentists and doctors cannot automatically start these jobs in the UK. Charities like RefuAid help people gain the training they need so that they can continue the jobs they once did in Syria.

A government-backed scheme has encouraged Syrian-trained doctors and nurses to work in NHS hospitals.

All Syrians left a lot behind when they left their home country, including close friends and family. And while they are relieved to no longer be living in fear everyday, **most cannot forget the people they left behind.**

This couple – Abo Mohammad and Ghazwa Aljassem – are sad at being separated from their daughter and grandson.

Meynell Primary School – Curriculum Glossary

Progression Document

Ambitious learning covering all of the National Curriculum.

Learning Sequence

Series of coherent *learning objectives* or *learning questions* that allow children to learn knowledge and skills.

End Points

The learning we expect children to leave their year group knowing. Teachers make assessments based on these statements.

Knowledge Organiser

The knowledge that children can use to help them with their learning.

Sticky Knowledge

The small chunks of knowledge and facts that support children's working memory. Teachers give regular opportunity to learn these throughout the unit.