Geography Overview KS1

	Year 5			Year 6		
NC	Pupils should be taught to: **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** • describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Wider links						
Key concepts	• **Human and physical processes** • **Place**	• **Place/Space** • **Scale**	• **Environmental interaction and sustainable development** • **Cultural understanding and diversity**	• **Interdependence** • **Cultural understanding and diversity**	• **Human and physical processes** • **Place**	• **Human and physical processes** • **Environmental interaction and sustainable development**
Geography Focus	**Volcanoes and glaciers** 	**The Americas** 	**Rainforests (Climate and biomes)** 	**Journeys – Trade** 	**Our world our future – (Local area changes over time)** 	**Protecting the Environment** 
Fieldwork	Mapping session 5	Aerial photographs and contour mapping	Biome in a bag activity Local eco survey		Mapping session 6	Litter pick (outside of school) and survey of objects
Sequencing	Year 2: World mapping Year 3: Extreme weather Year 4: Mountains	Year 2: world geography	Year 3: Seasons/ Our local area Year 3 Extreme weather Year 4: UK Biomes	Year 5: The Americas	Year 4: UK Biomes Year 3: Seasons/ Our local area Year 3 Extreme weather Year 2: world geography	Year 4: UK Biomes Year 3: Seasons/ Our local area Year 3 Extreme weather Year 2: world geography
Key question	**Why is Iceland known as the land of Ice and Fire?**	**How are North and South America different to the U.K?**	**How does the Amazon rainforest help the world?**	**Why do countries trade with each other?**	**What will our world look like in the future?**	**Have humans ruined the planet?**
Enquiry	• What causes volcanic eruptions? • Where do most volcanic eruptions happen? • What are the dangers of living on or near volcanoes? (Eruption of Iceland volcano) • How are glaciers formed and what happens when they melt? • What is geothermal energy, and why is it important?	• Where are the Americas? • How are North and South America different from the U.K? • Does North America have National Parks? • How is the climate in North America different to the U.K? • How do North American towns compare to ours? • How has tourism affected North American towns? (Florida)	• Where is the Amazon rainforest and what is it like? • Are there other rainforests around the world? • Where do different animals live in the Rainforest? • How does the climate in the rainforest help things grow? • Are farmers treated fairly in thea+ Amazon? • Why are rainforests under threat?	• What is world trade and how do things travel around the world? • What is immigration and emigration? • What exports come from Europe? • What exports come from El Salvador? • Is everyone treated fairly when countries trade with each other? • How has the global supply chain changed in the past 150 years? UPDATED SPRING 2024	• What causes borders to change? (Political) • What causes borders to change? (Natura) • How has deforestation effected the global climate? • How else do landscapes change over time? (Urbanisation and population studies) • What might our future hold if we don't protect our planet? UPDATED Spring 2024	• What is climate change? • How does recycling effect the landscape? • What is the impact of pollution on cities and oceans? • What are the impacts of climate change in relation to weather events around the world? • How has climate change effected world migration? • Is tourism always a good thing?

	• Why is the volcanic landscape and environment important for tourism in Iceland? UPDATED Spring 2024	UPDATED Spring 2024				
Specific Theme Vocabulary	Magma, tectonic plate, chamber, core, seismic waves, glacier, subduction, active, extinct, dormant, Atlantic-ridge, glaciologist, mountain range,	Human Geography, Physical Geography, Longitude, Latitude, Land use, Geographical region, Topographical feature, Manmade features, Economic growth, Nature Reserve,	Equatorial, Tropics, Biodiversity, Canopy, Emergent layer, Understorey, Carbon dioxide, Colony, Humidity, Indigenous, Deforestation, Temperate, Botanist, Fair trade	Aerial, Distribution, Economy, Export, G8, Globalisation, Global supply chain, Import, Natural resources, Trade, Commonwealth, territories, economic growth	Urbanisation, Conurbation, Green Belt, Nature reserve, Climate Change, Global warming, Population growth, Immigration, Emigration, Census, Economic Migrant, Push pull factors	Population growth, Immigration, Emigration, Census, Economic Migrant, Push pull factors, atmosphere, greenhouse effect, greenhouse gas, global warming, carbon emissions, enhanced greenhouse effect
Substantive Knowledge	**<u>Volcanoes</u>** • Tectonic plates move (a few centimetres a year) towards, away from, or sliding past, each other - this results in volcanoes and earthquakes at their boundaries • Converging plates (plates moving towards each other) are associated with mountain building and/or volcanoes • The Pacific Ring ('Ring of Fire') runs around the edges of the pacific plate and most volcanic activity happens here. • Subduction is when one plate is forced underneath another when they meet - the rocks in the sunken plate melt and lava is forced up through fractures, to erupt as volcanoes. • An example of diverging plates is the mid-Atlantic ridge, where the Eurasian plate and the North American plate are moving apart. • Iceland sits on this ridge and is very actively volcanic. • The 'Ring of Fire', with all three types of plate boundary, is by far the world's most active earthquake and volcanic zone • Active volcanoes have erupted in the last 10 000 years. • Dormant volcanoes haven't erupted in the last 10000 years but may erupt again. • Extinct volcanoes aren't expected to erupt again. **<u>Glaciers</u>** • Glaciers are massive bodies of slowly moving ice. • Glaciers form on land, and they are made up of fallen snow that gets compressed into ice over many centuries. They move slowly downward from the pull of gravity. • Most of the world's glaciers exist in the polar regions, in areas like Greenland, the Canadian Arctic, and Antarctica. • Glaciers also can be found closer to the Equator in some mountain regions. • The Andes Mountain range in South America contains some of the world's largest tropical glaciers. • About 2 percent of all the water on Earth is frozen in glaciers. • Glaciers can range in age from a couple hundred to thousands of years old. Most	• The Americas are two separate continents consisting of North America and South America. • North America contains 23 different countries. • The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. • The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna. • The Köppen System is a climate classification system. It is split into five main groups which each consist of a range of climate types: 1. Temperate - hot dry summers, and cooler wetter winters, Mediterranean e.g. United Kingdom 2. Continental - long, cold winters and short, hot summers, inland areas e.g parts of Turkey 3. Polar - long periods of extreme cold, tundra, ice cap e.g. Antarctica 4. Tropical - hot and humid, wet, rainforest e.g. Brazil 5. Dry - arid, desert e.g. Saudi Arabia 6. There are a range of biomes across the world and these have specific flora and fauna • Both America and the U.K have areas of protected nature called National Parks. These have specific reasons they are being protected. •	• The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead. • Between the tropics the weather is hot all year round. • Some of the world's main biomes include rainforest, desert, savannah, grassland, woodland and tundra. • Each biome has characteristics that make it unique, for example Alaska is a type of tundra - the animals and plants must be tough to survive the freezing conditions. • Deserts are dry and usually hot, with very few animals and vegetation. • The climate in the Amazon rainforest is tropical. • Tropical rainforests only occur between the Tropics of Cancer and the Tropics of Capricorn. • There are 4 layers in the rainforest: • The forest floor/*shrub layer, under canopy,* canopy and *emergent layer. (children should be able to describe these layers in detail)* • Deforestation occurs across the world but particularly in tropical rainforests. • Forests are sometimes described as being 'the lungs of the planet' because they're able to take in *greenhouse gases* like carbon dioxide and lock them away in their trunk, roots and soil. • When trees are cut down or burnt, that stored carbon dioxide is released back into the atmosphere. • Deforestation also impacts the people, plants and animals who live in the forests and rely on them for food, wood, shelter and medicine. • Costa Rica has successfully introduced a 'no-deforestation policy'. In 20 years, over 7 million trees were planted. • We can make our own small changes, like making more sustainable choices about the items we buy, how they are made, and where they come from. • 'fair trade' is used in areas of the amazon rainforest to provide fair pay for farmers who farm in a globally conscious way. It has improved the lives of many people and has a wide range of implications on the lives of so many people	• Buying and selling things is called trade. Trade is an important way for countries to make money and has been happening across the world for hundreds of years. • Countries can export goods to another country to generate money. • Countries can also import goods that may not be available in their own country. • In the UK we import more goods than we export. The UK is a more developed country and exports valuable manufactured goods. The physical and human geography of the UK determines what we export. • The climate, land mass available for growing, and natural resources (physical) and skills, wealth and education/skills of population (human). • More than half the world's trade takes place between the G8: Canada, Germany, France, Italy, Japan, Russia, UK and USA. • Not all trade is fair, but Fairtrade is there to help the producer receive a guaranteed fair price for whatever he or she is selling meaning their quality of life should improve. • The 49 poorest countries control 2% of the world's trade. • There are many things that we enjoy as a result of trade links with other parts of the world. Chocolate comes from the cocoa plant which grows in tropical climates. That means that for us to enjoy chocolate in England we must import it into the country. • Bananas need lots of sun to grow which means that they cannot grow in England. The United Kingdom imports around 1.15 million tonnes of bananas every year. • Coffee comes from a plant which grows between the Tropics of Cancer and Capricorn. The UK drinks an average of 70 million cups of coffee a day. This means there is a high demand for it to be imported. • Britain used to be an empire with a number of countries within its commonwealth. Its trade has changed over time based on the countries that have been under i's control.	• Borders change due to invasion and movement of political boundaries. • Human Political Activity: ○ Tribes claiming areas of land • Invasion/war ○ Migration of other settlers ○ Royal/political union ○ Invasion and conflict • Natural Activity • Rising sea levels • Natural processes and events e.g. changing river courses, volcanic eruptions • Children will explore areas of conflict (Such as Russia and Ukraine) and how the borders of the countries and surrounding areas have changed over times of conflict. • Countries borders can also change due to natural processes, such as coastline and mountain range erosion and changing river pathways • Weathering is the process of wearing away rocks by the weather. There are three different types of weathering: physical weathering, chemical weathering, biological weathering • Landscapes can change over time for many different reasons: New houses/buildings and roads are built; Old buildings are demolished or updated; Areas of land may be cleared for farming or building • Some landscapes are important and there are things in place to stop development such as: Listed buildings; National/country Parks; Green belt/conservation areas; Sites of Special Scientific Interest; World Heritage Sites *The final enquiry is based on children's research into a current geographical issue that may cause global change such as current conflicts, extreme weather, resource shortages etc.*	• Climate change (or global warming), is the process of our planet heating up. Scientists estimate that since the Industrial Revolution, human activity has caused the Earth to warm by approximately 1°C. While that might not sound like much, it means big things for people and wildlife around the globe. • The 5 oceans are the Arctic, Atlantic, Indian, Pacific and Southern. The 7 continents are Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America. • The Great Pacific garbage patch, also described as the Pacific trash vortex, is a gyre of marine debris particles in the north central Pacific Ocean. • To understand the various links between pollution and climate • Understand how humans are impacting the natural environment and physical geography (Ocean pollution, temperature rises • There are a number of causes of climate change: • Human causes include burning fossil fuels, transport emissions, deforestation, landfill use and agriculture • Natural causes include orbital changes, solar output and volcanic eruptions. • The greenhouse effect is caused by greenhouse gases trapping solar radiation within the earth's atmosphere causing a "warming effect" • Climate change affects the whole planet but looks different in different places of seasons – Explore the examples of these both positive (lower energy consumption, increased fish stocks in some are) and negative (Malaria/cholera and transmittable diseases may increase, tropical storms and increased extreme weather patterns.) • Renewable energy sources can be used over and over again without running out • Non-renewable energy sources can only be used once and will eventually run out.

	glaciers today are remnants of the massive ice sheets that covered Earth during the Ice Age. • Glaciologists study glaciers for clues about global warming. Old photographs and paintings show that glaciers have melted away from mountain regions over time. • Glaciers worldwide have been shrinking—and even disappearing—at an accelerated rate for the past several decades.		• Children should be able to describe how land use has changed over time.			
Key stage mapping outcomes						
Maps	• use a world maps, atlases and globes to locate countries and capitals around the world • use google maps to locate a given place and describe the features around it. • devise sketch maps of an area and begin to use symbols (related to OS mapping) to communicate landmark points. • use world maps, atlases and globes to locate the polar regions, the Equator, Arctic Circle, Antarctica, Canada, UK • Use 4-point grid references to describe mapping positions					
Scale and Distance	• Use 8-point compass directions to explain direction and relation of places to each other • Use scale references on a map to compare whether places are further or closer to each other. • Compare the scale of world maps and local maps.					
Enquiry	• identifying and describe a human or physical feature using photographs, map topography, and satellite photos • identifying a human or physical feature in the local area and be able to explain how these have changed over time • Using map topography, satellite photos and area photographs to compare similarities and differences between physical and human features in contrasting areas of the world					
Disciplinary Knowledge						
World location and place knowledge	• Identify the pacific ring of fire and Iceland on a map and discuss how tectonic plates effect the areas geography. • Locate the areas of volcanic eruption and glacial movement in Iceland use atlases, maps and digital mapping. • Understand the similarities and differences between Iceland and the countries along the ring of fire.	• To use this information to draw conclusions about the amount of deforestation in the area. • Compare the level of deforestation in the two areas studied and draw conclusions about the reasons for this. • Study North America as a continent and name the states. • Compare the position on a map of Nevada and other deserts in the world.	• Compare physical and human geography of the two areas studied. • Explain the human uses of the rainforests studied and the effect that this has on the environment • Explain the structure of the rainforest and the wildlife that lives there. • Understand similarities and differences between the Amazon rainforest in South America and compare it to the rainforests of Benin in Africa. (Link to Benin history topic)	• Correctly map and track trade routes using a world map, atlas and digital mapping. • Name the G8 countries, place their location and understand the similarities in their economy. • Outline the differences in culture, economy and trade based on chosen countries biomes, climate and world location.	• Locate and compare the position of countries involved in WWII on a map. (Link to WWII history topic.) • Understand latitude and longitude, the Prime Greenwich Meridian and time zones and use these to describe a locations place in the world. • Apply locational knowledge around landmarks and physical features to show how land has changed over time.	
Geographical processes and features knowledge	• Define 'fertile land' and understand why this may attract people to live in areas, even if they are deemed dangerous. • Explain how global warming and climate change is changing global landscapes. • Use geographical mapping and data to explain how natural and human resources impact on where people choose to settle across Europe. • Confidently explain what a volcano is and how it is formed including taught technical vocabulary. • Define tectonic plates and expand on year 4 learning to suggest how these cause volcanic and seismic events. • Link to year 3 and 4 learning to describe the impact earthquakes and volcanic eruptions can have on communities	• To describe and explain the different landscapes and environments that are present in the United States of America. • Offer explanations, containing some evidence from geographical diagrams, as to why certain landscapes exist in the locations that they do. • Define 'fertile land' and identify this in North America. • Define 'desertisation.' in context and understand how these impacts on the North America landscape and economy. • Confidently build on an understanding of northern and southern hemisphere and continents to speak about global features in relation to a local scale.	• Offer explanations as to why certain landscapes exist in the locations that they do. • Define 'ecosystem', 'biome' and 'fair trade' as geographical terms and be able to use diagrams and photography of the amazon rainforest to support understanding. • Explain the different types of biomes and which are located in countries currently or previously studied. Explain why certain biomes are located in these global positions. • Explain land uses in South America and the impact this has on their economy, physical geography and natural resources. • To explain how global warming and climate change is changing global landscapes.	• Confidently explain trade links and economic activity in Europe and India and use maps to demonstrate understanding. • Examine trade routes linked to India and the Industrial Revolution history topics and be able to describe how and why trade has evolved over time. • Map trade links Europe had before and after the industrial revolution. • Confidently define 'economy' and explain the impact conflict and tourism have on a countries GDP. • Compare the economic activity and trade links with South America (studied in Y5. • Explain how global warming and climate change is changing global landscapes.	• Map trade links Europe had before and after WW1 and WW2. • Compare the economic activity and trade links with South America (studied in Y5). • Explain how bombing raids during WWI changed landscapes in Britain, Europe and the wider world. (e.g. North America/Hawaii) • Explain how global warming and climate change is changing global landscapes. • Describe and explain what is meant by a range of settlement types and land uses in relation to areas studied. • Locate and evaluate the impact of new features in an area considering the point of view of different groups.	• Explain how global warming and climate change is changing global landscapes. • outline the human and natural processes that lead to global warming and climate change. • Explain the impact global warming has on global temperatures and how this impact on climate. • Understand the positive and negative impact of renewable and non-renewable energies on a countries landscape, people and ecosystems. • Explain land uses linked to recycling and plastic waste and understand the impact these processes have on the geography of an area. • Compare areas of high tourist interest, to those with less and explain how this impact on a country's economy, landscape, settlement growth and land use. • Clearly explain the positive and negative impacts human tourism has.
Mapping skills	• Use world atlases, satellite images and aerial photographs and use this mapping knowledge to begin to support fieldwork	• Draw a variety of sketch maps that show their understanding of a geographic area and start to make choices of what to include.	• Draw a variety of sketch maps that show their understanding of a geographic area and start to make choices of what to include.	• Investigate current and historical land use using aerial photographs and use this mapping knowledge to support fieldwork investigations.	• Investigate current and historical land use using aerial photographs and use this mapping knowledge to support fieldwork investigations.	• Investigate fully, using maps and aerial photographs the human, physical and changing geography of a region including settlement and land use, economic

	investigations into key areas (The ring of fire) • Use satellite to explain geographical events and features that lead to physical processes and change. • Begin to understand the use of scale to draw detailed sketch maps. • Incorporate knowledge of compass direction into their own maps	• Use historical photographs and compare with recent satellite images in similar locations to explain geographical differences between areas.	• Use historical photographs and compare with recent satellite images in similar locations to explain geographical differences between areas. • Use maps and digital images to compare and explain the impact a human process has on an area (Deforestation)	• Use historical photographs and compare with recent satellite images in similar locations to explain geographical changes over time and how these affect different groups of people. • Draw detailed sketch maps, to scale.	• Develop related and relevant questions to lead their own fieldwork and investigation. • Use historical photographs and compare with recent satellite images in similar locations to explain geographical changes over time and how these affect different groups of people. • Draw detailed sketch maps, to scale. • Incorporate knowledge of grid reference and compass direction into their own maps • Include contour lines to show elevation	activity and the impact of tourism on an areas identity. • Draw maps with an increased level of accuracy including the core skills learnt throughout the mapping units. • Show an understanding of how to create maps using grid references, ordinance symbols and contour lines.
Fieldwork skills	• Use maps of the local area to plan for the consequences of an earthquake, volcanic eruption or tsunami	• Conduct survey work based on given data to create conclusions about	• Develop their simple own fieldwork questions about a region to investigate	• Develop related and relevant questions to lead their own fieldwork and investigation.	• Develop related and relevant questions to lead their own fieldwork and investigation. • Conduct survey work based on given data to create conclusions and make clear comparisons between countries.	• Use maps of the local area to plan for emergencies that may arise from extreme weather events, including town planning evacuation routes.