

National curriculum focus

Purpose of Study	<p>At Redhill, we believe that a high-quality Geography education will help pupils gain a coherent knowledge and understanding of the world that surrounds them. It should inspire pupils' curiosity to know more, remember more and do more with their knowledge. We intend to equip pupils with geographical skills to develop their knowledge through the study of places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical features which is knowledge built upon from the Early Years and Foundation Stage right through to Key Stage 2. Through our teaching, we intend to encourage children to discover answers to their own questions through exploration and research; enabling them to gain a greater understanding and knowledge of the world and their place in it.</p>
Aims	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>• are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>

	KS1	KS2	KS3
Locational Knowledge	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul>

<b>Human and Physical knowledge</b>	<ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> <li>-physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> <li>-human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> </ul> </li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>

Cultural Capital			
EYFS	KS1	LKS2	UKS2

## **Links to EYFS – Educational Programme for Geography**

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

### **Geography in the Early Years**

<b>Nursery</b>	<b>Reception</b>	<b>ELG</b>	<b>COEL</b> (Characteristics of effective learning)
<p><b>People, culture and community:</b></p> <ul style="list-style-type: none"> <li>• I will begin to show interest about different cultures and ways of life.</li> <li>• I will explore how different culture celebrate special occasions: Diwali, Christmas, Chinese New Year, Holi Festival.</li> <li>• I will learn that there are different countries and talk about difference they have seen or experienced through photographs and stories.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• I will learn about the seasons and the world around me.</li> <li>• I will learn about different habitats: woodland, artic, farmland, countryside.</li> <li>• I will learn how to talk about where I live and my local community: parks, shops and local landmarks.</li> <li>• I will begin to use vocabulary to talk about different places: town, city, countryside etc.</li> </ul>	<p><b>People, culture and community</b></p> <ul style="list-style-type: none"> <li>• I will begin to show interest about different cultures and ways of life.</li> <li>• I will learn that people celebrate different events throughout the year.</li> <li>• I will explore globes, maps and atlases.</li> <li>• I will begin to recognise similarities and differences between the United Kingdom and other countries around the world.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• I will learn about different habitats around the world: woodland, coastal polar etc.</li> <li>• I will learn about the changing seasons and the effect this has on the weather and the environment around me.</li> <li>• I will be able to ask and answer questions about the world around me.</li> <li>• I will learn about our climate, how it is changing and ways that they can protect it.</li> <li>• I will learn about how habitats are being effected by people: pollution, recycling, littering.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Using senses to explore the world around them</li> <li>• Taking risks and learning by trial and error</li> <li>• Showing a curiosity about objects, events and people</li> <li>• Maintaining focus on their activity for a period of time</li> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences cause and effect</li> </ul>

Year 1	
Unit of Work	Knowledge progression
Living in a city	<ul style="list-style-type: none"> <li>Children will study where they are and the city that they live in. They will look at the land use, types of homes, and places to visit. They will build on their knowledge of a town comparing this to a city. They will compare the town of Cannock to the city of Birmingham.</li> <li>What makes a city</li> <li>Physical and human features of a city</li> <li>Housing and transport</li> <li>How to stay safe in the city.</li> <li>Contrasting the city of Lichfield to Birmingham</li> </ul>
Living in the countryside	<p>Children study what life is like in the countryside and how this differs to living in a city.</p> <ul style="list-style-type: none"> <li>What a countryside is.</li> <li>Physical and human features of a countryside</li> <li>Land use – open spaces, urban space and houses</li> <li>How to stay safe in the countryside.</li> <li>Contrasting Birmingham to the countryside.</li> </ul>
Where are we?	<p>Children study locally as to where they are in the world.</p> <ul style="list-style-type: none"> <li>Knowing where they live (recapping work from EYFS)</li> <li>How to get to the school from their house</li> <li>Know their address</li> <li>Four points of the compass</li> <li>Where their house is, street is, county is, country is and where Europe is.</li> <li>Capital cities of the United Kingdom.</li> </ul>
Seasonal changes	<p>Children study the different weathers of the UK and how this changes depending on the season and location.</p> <ul style="list-style-type: none"> <li>What changes we see over the year.</li> <li>Compare these changes to a different area.</li> <li>How weather can impact our daily lives. (Individual weather forms explored)</li> </ul>
Living by the sea	<p>Children study the UK as an island and some of the key features.</p> <ul style="list-style-type: none"> <li>Case study of Llandudno</li> <li>Where it is located – in relation to Cannock</li> <li>What is the coastline – physical and human features</li> <li>Land use – open, urban space, housing.</li> <li>Staying safe at the coast</li> <li>Contrast the coastline to Cannock, Birmingham.</li> </ul>
Working Hard	<p>Children learn about different job roles and how location affects the job role.</p> <ul style="list-style-type: none"> <li>What a job is.</li> <li>What jobs we know – paid and unpaid.</li> <li>How to earn a wage and how this allows us to buy and sell.</li> <li>What jobs are related to areas such as city, countryside and coastal.</li> <li>Working in a factory – local study of Wedgwood.</li> <li>What other jobs are or were completed in our area.</li> </ul>

Year 2	
Unit of Work	Knowledge progression
<u>Living in the mountains</u>	<p>Children will study what it is like for those who live in the mountains – study of the Lake District.</p> <ul style="list-style-type: none"> <li>• What it is like there – key features</li> <li>• What we will see there.</li> <li>• What mountains are like – their key features.</li> <li>• How people move around the area.</li> <li>• How to stay safe in the mountains.</li> </ul>
<u>Visiting new places</u>	<p>Children study how to visit new places locally, within the continent and worldwide.</p> <ul style="list-style-type: none"> <li>• What the different modes of transport are.</li> <li>• How we purchase tickets or buy things to travel.</li> <li>• Case studies around travelling on different transport.</li> <li>• How to stay safe when travelling.</li> </ul>
<u>Our World</u>	<p>Study around the seven continents with a brief overview of each.</p> <ul style="list-style-type: none"> <li>• Recap the UK – countries, oceans and capital cities.</li> <li>• Locate and name the continents and oceans.</li> <li>• Study of a section of countries from the continents.</li> <li>• Identify features.</li> <li>• Recap and use compass points to describe location.</li> </ul>
<u>Weather in our world</u>	<p>A study around the weather that can be experienced around the world in these seven continents.</p> <ul style="list-style-type: none"> <li>• Revisit continents</li> <li>• Weather that would be found within Europe, North America, South America, Asia, Africa and Antarctica.</li> <li>• Weather systems and how they vary.</li> <li>• Equator and location links to weather.</li> </ul>
<u>Nature all around us</u>	<p>Study focus around Australia and the nature that we find there – comparison to the UK.</p> <ul style="list-style-type: none"> <li>• Where Australia is located and use of compass points to describe this within comparison to the UK.</li> <li>• Key features of Australia such as mountains, coastline.</li> <li>• Comparison of an Australian city to Birmingham (UK)</li> <li>• Comparison of plants and animals that are found in the UK and Australia.</li> <li>• Comparison of weather to link into previous study.</li> </ul>
<u>Looking after our world</u>	<p>Children will complete a project around the importance of looking after our school, local area and world. Knowledge will be based around project chosen by the class.</p> <ul style="list-style-type: none"> <li>• Understanding of the effects humans are having on the environment.</li> <li>• Understanding of what a community is and how they can help.</li> </ul>

Year 3	
Unit of Work	Knowledge progression
<b><u>Rivers</u></b>  How do rivers, people and land affect each other?	<ul style="list-style-type: none"> <li>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges.</li> <li>How rivers get their water - the source, springs, and the water cycle (and so prepares for relationship between mountains and weather in Autumn 2).</li> <li>How do rivers shape the land? The river's load. Flooding.</li> <li>Depth focus: River Severn builds sense of place (and so prepares for later work on agriculture &amp; Wales)</li> <li>Wildlife in the River Severn - Fishing, local agriculture, pollution problems.</li> </ul> <p><b>Geographical skills: Using photographs</b></p>
<b><u>Mountains</u></b>  How do mountains interact with what is around them?	<ul style="list-style-type: none"> <li>Highest mountain in each of the four countries of the UK.</li> <li>Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</li> <li>Why do people live on mountains?</li> <li>Depth focus: Andes and terraced farming</li> <li>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</li> <li>Sustained geographical theme: Relationship between mountains and weather</li> <li>Relationship between mountains and people</li> </ul> <p><b>Geographical skills: Describing location using 4-point compass</b></p>
<b><u>Settlement and cities</u></b>  How are settlements similar and different?	<ul style="list-style-type: none"> <li>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview</li> <li>London as a conurbation and London boroughs</li> <li>Two cities: Cardiff and London, including economy &amp; transport. How do people move about in Cardiff?</li> <li>How do people move about in London?</li> <li>Patterns of settlement in Cardiff and London.</li> </ul> <p><b>Geographical skills – local fieldwork – investigating local shops, their sourcing, economic and ethical considerations.</b></p>
<b><u>Agriculture</u></b>  How are we connected to farmers?	<ul style="list-style-type: none"> <li>Arable farming, pastoral farming, mixed farming, how farming changes the landscape.</li> <li>How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).</li> <li>Sheep farming in Wales - Snowdonia.</li> <li>Locational knowledge revisited: Wales, Snowdonia, Gloucestershire</li> <li>New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</li> </ul> <p><b>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</b></p>
<b><u>Volcanoes</u></b>  How do volcanoes affect a place?	<ul style="list-style-type: none"> <li>Structure and composition of the earth</li> <li>How and why volcanoes erupt</li> <li>Types of volcanoes</li> <li>Formation of volcanoes</li> <li>Active, dormant and extinct volcanoes</li> <li>Link to settlements with section on why people still live near volcanoes.</li> <li>Deepen Mediterranean place focus via Mount Etna and human settlements around it.</li> </ul> <p><b>Geographical skills: Using diagrams, describing distribution</b></p>
<b><u>Climate and Biomes</u></b>  How does the climate affect the way people live?	<ul style="list-style-type: none"> <li>(situated, through its examples, in Europe, so that European place focus is launched simultaneously)</li> <li>Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.</li> <li>Climate and relationship with oceans.</li> <li>Climate and biomes within climates</li> <li>Depth focus 1) Mediterranean climate</li> <li>Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison</li> </ul> <p><b>Geographical skills: World map and key lines of latitude</b></p>

Year 4	
Unit of Work	Knowledge progression
<u><b>Rhine and Mediterranean</b></u>  How are different parts of the Rhine and the Mediterranean used by people?	<ul style="list-style-type: none"> <li>• Cologne and cities on the Rhine</li> <li>• Rotterdam and the mouth of the Rhine</li> <li>• How the course of the river has been changed by human activity including canals</li> <li>• Mediterranean Sea Suez Canal</li> <li>• This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</li> </ul> <p><b>Geographical skills: Extending use of maps and photographs</b></p>
<u><b>Population</b></u>  How and why does population distribution vary across Great Britain?	<ul style="list-style-type: none"> <li>• Characteristics of population including distribution and diversity. Migration.</li> <li>• Depth focus: multicultural London.</li> <li>• Depth focus: multicultural Cardiff.</li> <li>• Welsh language and culture, effect of changing demographics</li> <li>• Welsh or British? Idea of national identity</li> </ul> <p><b>Geographical skills: Thematic maps and using census data</b></p>
<u><b>Coastal processes and Landforms</b></u>  How does the location of west Wales affect its coast?	<ul style="list-style-type: none"> <li>• Diversity in the UK coastline.</li> <li>• Processes of erosion, transportation &amp; deposition.</li> <li>• Coastal landforms including beaches, headlands and bays.</li> <li>• Overview of Jurassic coast, including significance of its rocks, fossils and landforms.</li> <li>• Coastal habitats using contrasting examples, including coasts of the Indian Ocean</li> <li>• Depth focus: West Wales coast</li> </ul>
<u><b>Tourism</b></u>  How do tourists interact with a place?	<ul style="list-style-type: none"> <li>• Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit)</li> <li>• Types of tourism (e.g. visiting friends and family activity holidays).</li> <li>• Skiing holidays in the Alps.</li> <li>• The growth of tourism in the UK and overseas.</li> <li>• Sunshine holidays in Spain.</li> <li>• Advantages and disadvantages of tourism.</li> <li>• Sustainable tourism.</li> </ul> <p><b>Geographical skills: Interpreting climate data</b></p>
<u><b>Earthquakes</b></u>  What are the pros and cons of living near a tectonic fault line?	<ul style="list-style-type: none"> <li>• Depth focus: The Christchurch Earthquake, New Zealand.</li> <li>• Causes of earthquakes: tectonic plates and fault lines</li> <li>• Depth focus: California &amp; the San Andreas fault, Indian Ocean tsunami</li> <li>• Effects of earthquakes</li> <li>• How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1.</li> </ul> <p><b>Geographical skills: Thematic maps</b></p>
<u><b>Deserts</b></u>  Why are deserts located where they are?	<ul style="list-style-type: none"> <li>• Distribution and climate of deserts</li> <li>• Depth focus: The Sahara Desert</li> <li>• How deserts are formed, variety of landscapes.</li> <li>• Plants and animals in deserts</li> <li>• How humans live and adapt in deserts Depth focus: The Patagonian Desert</li> </ul> <p><b>Geographical skills: Interpreting thematic maps and satellite photographs</b></p>

Year 5	
Unit of Work	Knowledge progression
<u>California</u> How have the actions of people affected the drought in California?	<ul style="list-style-type: none"> <li>Water as a resource</li> <li>Depth focus on California (region in North America) Continuing natural resources theme (revisit water cycle from Year 3)</li> <li>Water resources in California</li> <li>Farming - intensive farming, growing almonds</li> <li>California aqueduct – providing water. The future of water supply in California.</li> </ul> <p><b>Geographical skills: Interpreting a range of thematic maps</b></p>
<u>Oceans</u> How can oceans affect human behaviour and settlements?	<ul style="list-style-type: none"> <li>Locational framework – world oceans, seas in Europe</li> <li>Oceans and trade, oceans and climate, major currents.</li> <li>Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America</li> <li>Oceans and climate change, the human impact on oceans.</li> </ul> <p><b>Geographical skills: Interpreting world and thematic maps</b></p>
<u>Migration</u> Why do people migrate?	<ul style="list-style-type: none"> <li>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</li> <li>Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts.</li> <li>Refugees, persecution, asylum, asylum seekers; challenges for refugees</li> <li>How does migration change places? London, Shetland Islands, Cambridgeshire</li> <li>Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</li> </ul> <p><b>Geographical skills: Asking questions, eight-point compass</b></p>
<u>North and South America</u> What are the pros and cons of living in a megacity?	<ul style="list-style-type: none"> <li>Human and physical characteristics of North and South America, including population distribution and climate.</li> <li>Megacities including Lima and depth focus on Brazil's megacities.</li> <li>Urban-rural migration in Brazil, including informal settlements, like favelas.</li> <li>Challenge stereotypes often held of the favelas.</li> </ul> <p><b>Geographical skills: 4-figure references, thematic maps</b></p>
<u>The Amazon</u> In what ways does the geography of South America affect life in the Amazon?	<ul style="list-style-type: none"> <li>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.</li> <li>The Amazon river – course and characteristics.</li> <li>The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes.</li> <li>Causes and effects of deforestation.</li> <li>Futures for the Amazon rainforest.</li> </ul> <p><b>Geographical skills: Flow diagrams, interpreting satellite photos.</b></p>
<u>Interconnected Amazon</u> How does the agriculture in the Amazon interact with other parts of the world?	<ul style="list-style-type: none"> <li>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</li> <li>The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry.</li> <li>International trade. Effects of changes in trade. Trans-national companies.</li> <li>Environmental connections, carbon cycle, impacts of deforestation.</li> <li>Social connections, globalisation.</li> </ul> <p><b>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</b></p>

Year 6	
Unit of Work	Knowledge progression
<u><b>Energy and climate change</b></u> How do local actions in the UK affect global climate?	<ul style="list-style-type: none"> <li>How people use energy</li> <li>Types of energy (reviewing those covered and extending)</li> <li>Renewable and non-renewable energy sources</li> <li>The greenhouse effect</li> <li>Enhanced greenhouse effect – causes (including energy use and farming)</li> <li>Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK</li> <li>How can we respond? Local and global</li> </ul> <p><b>Geographical skills focus: Interpreting line graphs</b></p>
<u><b>Ethiopia</b></u> How do global changes affect local places in Ethiopia?	<ul style="list-style-type: none"> <li>An in-depth place focus to complement knowledge gained in History and Religion.</li> <li>Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)</li> <li>What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life</li> <li>Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project</li> </ul> <p><b>Geographical skills focus: Population pyramids, longitude and time zones</b></p>
<u><b>Changing Birmingham</b></u> How much did Birmingham change between 1750 and the present day?	<ul style="list-style-type: none"> <li>This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.</li> <li>Where is Birmingham?</li> <li>How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment</li> <li>How is it changing now? Current issues, link to UN sustainable development goals, climate change</li> <li>What might Birmingham be like in the future? Possible, probable, and preferable futures</li> </ul> <p><b>Geographical skills: Interpretation and presentation of data</b></p>
<u><b>Jamaica</b></u> What is a preferable future for Jamaica's tourist industry?	<ul style="list-style-type: none"> <li>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.</li> <li>Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean.</li> <li>What is Jamaica like? Climate, landscape, population history, migration, ocean biomes.</li> <li>Tourist industry.</li> <li>Sustainable futures – environmental challenges faced due to tourism, ways forward</li> </ul> <p><b>Geographical skills: tbc</b></p>
<u><b>Local area enquiry (double unit)</b></u>	<ul style="list-style-type: none"> <li>How do geographers find out about a place?</li> <li>Ordnance survey maps, revision of symbols, 8- point compass and four-figure grid references, extending to 6-figure grid references</li> <li>Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</li> <li>What questions can we ask about the local area?</li> <li>Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings).</li> </ul> <p><b>Geographical skills: Ordnance survey maps, 6- figure grid references, enquiry process, local-area fieldwork</b></p>