

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Gravel Hill

Geography Curriculum

Overview

Updated 2019

Yellow = schools
additions/examples

Blue = progression links
to other topics/year
groups

Purple = fieldwork that
needs to be completed

	Topic 1 What it's like where we live?	Topic 2 What are the seasons? (taught through the science topic of changing seasons, daily weather work)	Topic 3 Where do different animals live?
At the end of unit pupils should	Core Concept: Identifying local area, mapping it and looking at land use in the local area - focus on map skills both reading them and making them.	Looking at seasonal weather patterns in the UK, in all four countries - close to the coast and otherwise. Reference compass points - UK map.	Identifying where animals live and why based on the features and characteristics of that country/land - world maps. Focus on the continents and their features. [link to Y2 topics]
Know (Knowledge)	Human and physical geography	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, and shop [Understanding of different land use] 	<ul style="list-style-type: none"> 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
	Place/location knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the four-countries and capital cities of the United Kingdom [Bexleyheath, London, England] 	<ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. name and locate the world's seven continents and five oceans
Be able to (skills)	Geographical skills and fieldwork	<ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Understand (success criteria)	2 figure grid references	<ul style="list-style-type: none"> Identify changes in the weather Identify seasonal weather patterns in the UK Assist in taking repeated observations and record these using symbols Understand that the weather may vary in different parts of the UK and e.g. it can be hot and cold areas of the UK on the same day. 	<ul style="list-style-type: none"> Recognise the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America Understand that some of these continents have significant hot and/or cold areas Describe specific human and physical features in these landscapes Use specific place knowledge to describe the habitat of a significant animal.
Voyagers lesson or suggested activity/trip	Fieldwork trip to Bexleyheath high street/local area - record on a big class map the main features of a town - e.g. shops, church (wall or floor display) Lesson 1) Places we go - activity 3 Lesson 6) We built our journey	Collecting weather data e.g. measuring rainfall, measure temperature, weather vanes and compare to data on a weather app Link work on wind to compass directions Children create their own weather symbols	Research contracting locations i.e. desert, jungle, forest, coast, mountain, ocean and explore the common features of the animals that live there e.g. animals in cold places have lots of fur Annotate map of the world type of location and animals that may live there e.g. This is a desert - what could/couldn't live here and why
Key vocabulary	City, town, river, church, house, shop, road, village, factory, farm, house, office, and shop	season, weather, rainfall, temperature, degrees Celsius, millimetres, centimetres, Spring, Summer, Autumn, Winter	mountain, forest, river, sea, farm, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather,
The Big Finish	Creating the class map of Bexleyheath/surrounding area - ensure children include a local farm/river/factory to meet NC, also compass directions.	Pupils plan, rehearse and record an episode of a weather report to present the data they have collected - each group take a different country in the UK.	Voyagers - The class splits into groups to decorate and create a place in a box. This shoe box or similar is a representation of the place they have learned about. Outside, the box will feature weather, plant life, and the human and physical landscape of the place. Inside they will create a suitable habitat for the featured animal,

and the possible dangers it faces. If children are more confident they could put their written work inside the box

Year 2				
		<u>Topic 1</u> Where does our food come from?	<u>Topic 2</u> What is it like to live in The Gambia?	<u>Topic 3</u> Seven wonders of the world
At the end of unit pupils should	Core Concept:	Identifying typical life in UK, countries and cities, where food might come from based on land use - UK map. (extend knowledge of UK from Y1) (Y3 will build upon knowledge of certain foods coming from certain areas)	Comparing life in UK to life in a non-European country - there are similarities and differences - world maps.	To compare land use and physical features around the world and that there are similarities and differences - world maps. Enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made, as well as ancient and modern 'wonders' from around the world.
Know (Knowledge)	Human and physical geography	<ul style="list-style-type: none"> •use basic geographical vocabulary to refer to: •key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather •key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (key physical features and use of land) •name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> •identify the location of hot and cold areas of the world in relation to the equator and the North and South pole (link to Y1 continents) 	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans (link to Y1 continents)
	Place knowledge	<ul style="list-style-type: none"> •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 (compare) 	<ul style="list-style-type: none"> •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 (compare) 	<ul style="list-style-type: none"> •name and locate the world's seven continents and five oceans
Be able to (skills)	Geographical skills and fieldwork	<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map •use 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 (supporting map knowledge) 	<ul style="list-style-type: none"> •use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; •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 	<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; (human and physical features) • 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

Understand (success criteria)	2 figure grid references	<ul style="list-style-type: none"> Identify, name and locate the UK and its four countries and surrounding seas. Use maps, aerial photographs and plan perspectives to describe the characteristics/human and physical features of the country. Use key vocabulary to describe the landmarks/features on the map. Create a map with symbols, a key and compass points. 	<ul style="list-style-type: none"> Identify, locate and name continents Europe and Africa Identify, locate and name countries England and The Gambia Use maps and aerial photographs to recognise landmarks and human/physical features Discuss the similarities and differences between the two countries 	<ul style="list-style-type: none"> Identify, locate and name continents/oceans Identify and name some of the wonders Use atlases, maps and globes to locate the continents, oceans and some of the wonders Give an opinion about local and global wonders Correctly use some of the key vocabulary
Voyagers lesson or suggested activity/trip	Lesson 1, Lesson 4, Lesson 5 Visit to a local farm or market garden to find out what grows locally	Not voyagers, compare familiar aspects of the UK and Gambia through study of photos, videos and artefacts i.e. weather, topographical features, land use, clothing,	Voyagers: Lesson 4 Lesson 5	
Key vocabulary	Soil, farm, river, vegetation, factory, production, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Soil, farm, river, vegetation, factory, production, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Ancient, modern, continent, country, ocean, natural, man-made	
The Big Finish	Create a Great British Food Map - identifying the weather/food grown in the 4 countries of the UK. Identifying and talking about land use and how this might compare to a contrasting area (non-European e.g. Africa linking to Y1 text Lila from Kenya and prepping for future text about Grace from Gambia)	Set up a "Gambia Visitor centre" in the classroom - everyone contributes an artefact, fact card, poster, map etc. to the collection Create a leaflet/poster as an estate agent selling a holiday to either UK (London or Bexleyheath) or The Gambia (Banjul). What human/physical features would attract tourists etc	Create a class big book to showcase natural and man-made wonders of the world: North America: Mount Rushmore and the Grand Canyon South America: Christ the Redeemer, The Amazon Europe: The Shard, Giant's Causeway Australasia: Uluru, Sydney Opera House Asia: Taj Mahal/Great Wall of China , Mount Everest, Himalayas Africa: The Sphinx, Sahara	

Year 3				
At the end of unit pupils should	Topic 1	Topic 2	Topic 3	
	Where are the major cities in the UK?	Can the Earth shake rattle and roll? links to science topic - Rocks and soils and English - Pebble in my Pocket	How have coastal regions changed over time?	
Core Concept:	Many major cities are coastal or built on river banks - why? Trade links, resources etc (link back to Y1 on produce) Mountains - not near any cities - why? Not easy to build on, resources are hard to find, hard to settle there. Some regions are known for certain products (link to Y2 produce) (introduce areas as regions/counties for future yr groups)	Where are the volcanoes? Look at world maps locating hemispheres, tropics, equator and circles to compare where they are located (- referring back to knowledge of continents/oceans from KS1). Would be people settle there? Why/why not?	To explore how a coastal region/city/county has changed over time. Why it might have changed to meet the rising and different demands? Some areas (link to Y3 topic 1) have then declined in popularity - why?	
Know (Knowledge)	Human and physical geography	Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: rivers, mountains, [coasts] 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 supplies 	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, 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 supplies 	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains, rivers, and the water cycle [coasts] 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 supplies
	Place/locational knowledge	name and locate counties and cities of the United Kingdom, geographical regions and	locate the world's countries, [and continents] using maps to focus on Europe (including the	name and locate counties and cities of the United Kingdom, [coastal cities]

		<p>their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</p>	<p>location of Russia, and North and South America, concentrating on their environmental regions, key physical characteristics</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, – [in relation to tectonic plates] 	<p>geographical regions [by the coast] and their identifying human and physical characteristics,</p> <ul style="list-style-type: none"> key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Be able to (skills)	Geographical skills and fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries [cities] and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area {choose a couple of coastal area} using a range of methods, including sketch maps, plans and graphs, and digital technologies. [Use 4 figure grid references to label the key features.] 	<ul style="list-style-type: none"> Presenting knowledge in accurate sketch and diagrammatic form [sketching the features of a volcano/drawing the tectonic plates that go with earthquakes] use maps, atlases, globes and digital/computer mapping to locate countries [continents] and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries [coastal regions] and describe features studied [introduce the concept of tides in coastal areas and how they affect life in the area] use fieldwork to observe, measure, record and present the human and physical features in the local area {choose a couple of coastal area} using a range of methods, including sketch maps, plans and graphs, and digital technologies. [Use 4 figure grid references to label the key features.]
Understand (success criteria)	4 figure grid references	<ul style="list-style-type: none"> Identify, name and locate major cities of the UK (especially London, Liverpool, Birmingham, Edinburgh, Glasgow, Cardiff, Swansea, Belfast) Know how to identify and locate cities, landmarks and key physical features on a map Discuss landuse patterns around the mountains, rivers and cities. Discuss the human geography in the area surrounding these features 	<ul style="list-style-type: none"> Describe some features of earthquakes and volcanoes and the effect of their eruptions. Know that people live in earthquake zones and close to active volcanoes Appreciate that earthquakes and volcanoes are often associated Name some volcanoes and major earthquakes. Understand that the distribution of earthquakes and volcanoes follows a pattern Know about the 'Pacific Ring of Fire'. 	<ul style="list-style-type: none"> Locate and describe a coastal environment in the UK Use appropriate geographical vocabulary to describe significant human and physical coastal features Describe and explain how coasts change – and how they have changed over time due to both human and physical geography Identify and discuss human coastal activities.
	Voyagers lesson or suggested activity/trip	<p>Not Voyagers: Develop a series of maps of the UK showing:</p> <ul style="list-style-type: none"> Mountains and high ground Rivers Major cities <p>Link to photographs and Google Earth capture to illustrate the maps. Use Digimaps also to look at features and height of land as it includes contour lines. Trip to River Cray – Hall place to learn about rivers and sketch one</p>	<p>Describe key aspects of volcanoes and earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern on a world map – why is this important to humans? Learn about the 'Pacific Ring of Fire' Voyager lessons give some useful activities and key teaching points</p>	<p>Not Voyagers Pupils learn about life by the sea in the context of keeping visitors safe i.e. coastguard, lighthouse, lifeboats, sea defences, buoys, channels and tides. watch extract of BBC 2 coast http://www.bbc.co.uk/programmes/b006mvlc How have they changed over time? Growing demand of tourism Trip to a coastal town.</p>
	Key vocabulary	<p>London, – River Thames, Birmingham, – River Severn, Liverpool – River Mersey city, river, coastal, coasts, trade, resources Ben Nevis, Snowdon, Scafell Pike energy, food, minerals and water supplies</p>	<p>Volcano, magma, erupt, lava, molten, temperature earthquake, fault, continent, crust, tremors magnitude, plate tectonics, seismic, Pacific Ring of Fire,</p>	<p>Bay, beach, cliff, coast, dock, dune, harbour, headland, pier, prom, quay, slat-marsh, sand, tide, tourist, tourism, coastal region,</p>
	The Big Finish	<p>Construct a large shared UK map (3D?) with models and photographs of key features – Use a key and grid references Where would you settle if you were a new traveller in the UK – why? 3D model/explanation of settlement</p>	<ul style="list-style-type: none"> Internet search for live monitoring of volcanoes around the world Create a world map with grid references included, labelling volcanoes around the world – present to class where a new settlement should/shouldn't be and why. Create a 3D erupting volcano – could be part 	<p>Pupils to present their findings about how coastal areas have changed over time – using their given area. They will use maps, sketches and plans to describe what has happened and why.</p>

Year 4				
At the end of unit pupils should	<u>Topic 1</u> Is our climate cool?	<u>Topic 2</u> How does water go round and round?	<u>Topic 3</u> How are regions of the UK the same and different?	
Core Concept:	To compare our climate in the UK with the climate in a European country (including the location of Russia) and one in North/South America (Brazil) [link to Amazon] and the arctic/Antarctic. How and why are they different? Referring to equator, tropics, circles and their importance to human settlement. Learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.	Due to gravity, water flows downhill and it creates landscape features, flooding, eroding, and moving and depositing materials. Humans exploit rivers for transport, water supply, water power, irrigation, sport and leisure. They endeavour to control rivers. Look at a river in UK, North/South America and Europe (linking to last topic) and compare, focus on physical but touch on human geography	What are the key features of the UK, where are the rivers, mountains, county boundaries etc pick 3-5 regions across the UK and look at its human and physical features both now and at a time in past. Have they changed? Why would people settle there now and then? Refer to last topic - we know that rivers change over time, have they changed landscape of UK?	
Know (Knowledge)	Human and physical geography	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, human geography, including: types of settlement and land use 	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, 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 	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, vegetation belts 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
	Place/local knowledge	<ul style="list-style-type: none"> 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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, the Prime/Greenwich Meridian and time zones (including day and night)
Be able to (skills)	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - [will need to look at maps/graphs/diagrams that represent temperature] use the eight points of a compass, 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.	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four 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 	

Understand (success criteria)	4 figure grid references	<p>where in the world are we:</p> <ul style="list-style-type: none"> Use world maps and globes and describe the relationship between them Locate the Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, North and South Poles and Arctic and Antarctic Circles on world maps and globes Describe longitude and latitude Locate the Prime/Greenwich Meridian on a globe and world map Describe day and night in relation to the Earth's rotation on its own axis <p>Is climate cool?</p> <ul style="list-style-type: none"> Indicate the tropical, temperate and polar climate zones on a globe or map Describe the characteristics of these zones using appropriate vocabulary Describe, locate and compare some biomes using appropriate vocabulary 	<ul style="list-style-type: none"> Name and locate the UK's most significant river and mountain environments Describe and name the key landscape features of river and mountain environment in the UK Describe and explain the water cycle in sequence, using appropriate geographical vocabulary Name and describe (some of) the processes associated with rivers and mountains. 	<ul style="list-style-type: none"> Name and identify some regions/counties in the UK. Use a map, atlas or globe to locate regions in the UK Describe some of their key human and physical features (e.g. land use, settlement, resources etc) Describe some characteristics of the county Discuss similarities and differences between counties.
	Voyagers lesson or suggested activity /trip	All lessons in the voyagers unit plus unit Where in the world are we?	<p>Voyagers lessons 1 and 2</p> <p>https://corporate.thameswater.co.uk/About-us/community/schools/classroom-resources/primary-school - resources, videos, school trip, speakers free visit - Dartford -</p> <p>https://corporate.thameswater.co.uk/About-us/community/schools/school-visits/longreach-education-centre</p> <p>Trip to the Thames Barrier or Dartford Barrier Visit and map the River Cray at Hall Place</p>	<p>Not voyagers</p> <p>Develop a series of maps of the UK showing how land use and geographical features differ in different regions of the country - how has this changed over time? Why?</p> <p>Link to photographs and Google Earth capture to illustrate the maps</p>
	Key vocabulary	Biome, climate, desert, drought, flora, fauna, rainfall, temperature, tropical, tundra, vegetation belt, weather, Brazil, Russia, UK, England, Arctic, Antarctica	Condensation, evaporation, erosion, glacier, infiltration, percolation, precipitation, runoff, source. River, water source, energy	Scotland, North-East, North-West, Yorkshire and the Humber, East Midlands, West Midlands, Wales, East of England, South-East, South-West
	The Big Finish	Present a report based on a specified animal adapted to life in its biome, using appropriate vocabulary (see voyagers big finish)	3D water cycle e.g. paper mache, display board with labels etc, outdoor re-enactment of features of a water cycle and other physical features.	Split the class into 10 groups of 3 and allocate each group a region- each group produces a visual representation showing the main features of their region - why a new group of settlers should settle there - what human/physical resources could they benefit from - are there any concerns?

Year 5				
At the end of unit pupils should	Core Concept:	<u>Topic 1</u> Where does all of our stuff come from?	<u>Topic 2</u> How will our world look in the future? Bexleyheath past, present future.	<u>Topic 3</u> What is it like in the Amazon?
Know (Knowledge)	Human and physical	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, landmarks, features etc 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts,
		<p>Identifying where products come from in the UK and around the world. Has this changed over time and does it affect human settlement? Can we only get certain products from certain places [link to counties Y2/3/4] and why/ Is that to do with climate, [link to Y4] price, transportation?</p>	<p>In this unit they will consider the past, present and future of their local area. This unit help them see change as positive and to feel optimistic about the changes that lie ahead. [link to Y1/2/3/4 visits to local area]</p>	<p>Biome/climate [link to climate in Y4] Finding out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. Exploring the climate [link to Y4] of rainforests and how animals adapt to living here (link to Y1)</p>

	geography	links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
	Place/local knowledge	<ul style="list-style-type: none"> 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 [refer back to Y2 work on UK produce] locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America [Brazil], concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. [refer back to Y4] 	<ul style="list-style-type: none"> 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 [Local rivers in relation to the Thames Basin. Transport links road, rail, air and water.] 	<ul style="list-style-type: none"> 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 [refer back to Y4] 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
Be able to (skills)	Geographical skills and fieldwork	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, 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 [e.g. locating local farms, shops where food might come from] 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to describe features studied use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world
Understand (success criteria)	6 figure grid references	<ul style="list-style-type: none"> Use an atlas to locate countries Know the journey of how at least one product gets to their home in detail Pose their own enquiry questions Explain what 'fair trade' means Explain where in the world several different fruits originate Name and locate several countries where their clothes and food originate. 	<ul style="list-style-type: none"> Explain why their local area is special Discuss similarities and differences Discuss how the area has changed over time - explore why? Plan and carry out fieldwork Describe different types of local industry List and locate local public services and understand their locational importance Describe the importance of community spirit. 	<ul style="list-style-type: none"> Use an atlas, map or globe to locate the Amazon rainforest and River Explain some of the ways in which the Amazon rainforest is valuable to humans and how we can protect it. Name at least one animal that lives in the Amazon and describe how it has adapted to its habitat. Choose and use appropriate sources for geographical research Describe some similarities and differences between their local area and a region in South America e.g. climate, weather, wildlife, land use
	Voyagers lesson or suggested activity /trip	<p>Use voyagers Trip to a local farm to explore how produce is made/transported/grown etc</p> <ul style="list-style-type: none"> https://www.foodforlife.org.uk/schools/what-can-you-do/farm-finder/farm-details?farmId=120b5d1a-a6bd-4903-9ce6-187021bd859f https://www.ukschooltrips.co.uk/directory/bore-place-kent.html#what-makes-us-a-great-choice-for-education 	<p>Voyagers Lesson 1 and 4.</p> <p>https://www.historicengland.org.uk/listing/the-list/map-search?postcode=da6%207qj&clearresults=True Visit the local area, using OS maps with 6/8 figure grid references and symbols to navigate and map changes in land use - can we still use old maps? How much has our local area changed? Why and how has it changed? Can we create a more accurate one?</p> <p>Identify areas within the locality and as an area of</p>	<p>Voyagers Lesson 1-6</p> <p>https://www.natgeokids.com/uk/discover/geography/physical-geography/amazon-facts/#!/register</p> <p>https://www.rainforest-alliance.org/interactives/jewels</p>

		trip to a local shop to explore where produce comes from - locally or globally? Look at different categories e.g. fruit and veg, meat. Ask questions about food stocked during different seasons - come back and create a graph to explore any trends or commonalities?	Greater London and the UK. Identify and map changes within the London Borough of Bexley, including settlements. [digi maps]	
	Key vocabulary	Compass points, consumer, continents, country of origin, equator, export, fair trade, import, industry, latitude, longitude, northern hemisphere, producer, raw material, recycled, retailer, southern hemisphere, sustainable, trade, tropic of cancer, tropic of Capricorn	Brownfield, site, Community, Greenfield, industry, sectors of industry (e.g. primary), recycled, sustainable, environment	Continent, country, region, Human features, Location vocabulary Physical features: Primary source Secondary source, Rainforest, River native, Brazil, South America, climate, biome, vegetation
	The Big Finish	You are a new Prime Minister - where are you going to import certain goods/products from? How will they get here? Will it be cheap or expensive? Why would you choose to import it from a certain area? Is there anywhere closer that could do it for you? Present a new import plan as if you were in charge of a new settlement.	To create an up to date land use map of the local area, using Google Earth and maps. These will trace from 1897, 1933 to present day. http://www.gravelhillschool.co.uk/our-history/4592185521 . The final overlay would be the prediction of how the land is used in 2030.	Children to start a campaign to raise awareness about the damage being caused in the Amazon - may be using technology or creating posters/presentations.

Year 6				
		Topic 1 What should a tourist know about the Alps? (Where should we go on holiday?)	Topic 2 Are we damaging our world?	Topic 3 How is our country changing?
At the end of unit pupils should	Core Concept:	In this unit, the children learn about the Alpine region of Europe (biome), how the Alps were formed and how homes are adapted to the climate [Y4]. Understand some of the physical and human processes that shape a region [link to tectonics Y3]	In this unit, the children will consider if we are damaging our world and how we can protect it. [link to Amazon Y5] The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.	To look at how local physical and human geography has changed over time..why is this? How might it continue to change and why? Also looking at other regions of the United Kingdom, discovering how some of these areas have changed over time.
Know (Knowledge)	Human and physical geography	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes, rivers, mountains, 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 	describe and understand key aspects of: <ul style="list-style-type: none"> 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 	describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, and vegetation belts, rivers, mountains, 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
	Place/location knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 [revisit these when locating the region as part of the world] 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 [link to prior years] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 how these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Be able to (skills)	Geographical skills and fieldwork	<ul style="list-style-type: none"> • 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 wider world 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to 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 • 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 	<ul style="list-style-type: none"> • 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 OS 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.
Understand (success criteria)	6 figure grid referenes	<ul style="list-style-type: none"> • Use physical and political maps to locate places and regions • Understand that the Alps were formed over a long period of time, millions of years ago and that the Alpine region is unique • Understand that fold mountains occur when two tectonic plates meet • Explain the climate patterns of the Alpine region • Explain that there are advantages and disadvantages to tourism in the Alps and share this information on the region • Explain how avalanches are caused and ways they can be prevented. 	<ul style="list-style-type: none"> • Describe some threats to the health of our planet and ways to improve it • Name several common minerals and where they are found around the world • Describe some renewable and non-renewable energy sources • Explain how humans rely on the oceans and some threats they face • Understand ways to make school more sustainable • Identify an important environmental issue. • Explain the carbon cycle • Understand some advantages of marine protected areas (MPAs). 	<ul style="list-style-type: none"> • Describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland • Name and locate some key topographical features of the UK • Locate where they live within the UK • Describe what their local area was like and any changes that have happened in their local area • Describe how several regions of the UK has changed over time • Understand that change is continual • Offer opinions on their local area at present and the changes underway • Use appropriate geographical vocabulary to describe change. • Explain some of the ways in which development can be sustainable • Understand that people hold differing views about change in their region
Voyagers lesson or suggested activity/trip		<p>Use voyagers. "Where should we go on holiday?"</p> <p>Also look at local area/our region to draw comparisons/differences between regions.</p>	<p>Use voyagers</p> <p>This unit includes opportunities for fieldwork within the school grounds, looking at how the school grounds can be made more attractive to wildlife and investigating how sustainable the school is, and suggesting areas for improvement</p> <p>Trip round local area</p>	<p>Use voyagers</p> <p>Trip to local area to investigate change, compare with old photos of area etc</p>
Key vocabulary		<p>Human features e.g. roads, houses, canals</p> <p>Physical features e.g. mountains, rivers</p> <p>Agriculture, arable farming, avalanche, glacier, industry, longitude, latitude, north, south, east, west, mountain range, settlement, tourism, Northern hemisphere, Southern hemisphere,</p>	<p>Biomass, fossil fuel, geothermal energy, human feature, hydro-electricity, mineral, non-renewable energy, physical feature, recycled, renewable energy, solar energy, sustainability, tidal energy, wave energy, wind power</p>	<p>Change, continual, past, present, sustainable, opinion, development, region, UK, England, physical and human geography, landmarks.</p>
The Big Finish		<p>See voyagers: Create a storyboard or digital guidebook on the Alpine region, detailing the geographical features learnt about the region.</p> <p>Design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary and data/graphs etc.</p>	<p>Throughout topic: Investigate how sustainable the school is - is it attractive to wildlife? Could we make any improvements? Plan a campaign to do this and do it in school!</p> <p>&</p> <p>See voyagers: The children are going to create their own campaign to raise awareness of conservation issues, e.g. the protection of a particular endangered animal or of a specific habitat</p>	<p>?????</p>