Geography

Holywell C of E Primary School

Flowing, Strengthening, Deepening

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, and Deepening*, to guide our geography curriculum:

- **Flowing** – developing a secure understanding of key concepts within physical and human geography.
- **Strengthening** – making connections across different geography units, such as the link between physical geography and settlements, or natural resources and trade.
- **Deepening** – drawing on purposeful cross-curricular links, such as the impact of physical geography such as rivers on settlements in geography, to enrich understanding of other subjects, such as history, by using this knowledge to explain why civilisations sprung up along the River Nile and Yellow River.

The intent of our geography curriculum is to provide our children with a secure understanding of the key concepts in human and physical geography, as well as how the impact and explain each other. In key stage one, we focus on the local area and environment, before expanding outwards in key stage two, where we aim to expand the children's spiritual, moral, social and cultural understanding by exploring the human and physical geography of places around the world that contrast with the United Kingdom. Finally, as a uniquely cross-curricular discipline, we aim, via our geography curriculum, to introduce children to some of the key challenges and policy issues facing the world today, such as climate change and trade economics. We use the National Curriculum as the basis for our own curriculum which states that:

> *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.*
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> *The national curriculum for geography aims to ensure that all pupils:*
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> - *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*.

Cultural Capital

In order to build children's cultural capital, we try to ensure that our geography curriculum provides children with a rich variety of learning experiences. For this reason our curriculum includes an emphasis on Forest Schools in KS1, including learning about the local environment, sustainability and the weather. The identification of key geographical vocabulary, knowledge organisers, investigating the local area, as well as virtual trips around the world enable children to use and retain geographical language. Through their learning about our local area and the world at large, we want them to have no limits to their ambitions and grow up wanting to be cartographers, town planners, conservationists or weather forecasters.

IMPLEMENTATION

1. The Long-Term Plan

Geography learning in Key Stage 2 is organised around three distinct 'strands': physical geography, human geography and a comparative study. A unit of each strand is taught in each year group. Geography learning at Key Stage 1 is designed to introduce the children to the basics of these three strands, as well as the key concepts in geography that underpin our teaching.

EYFS	**• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** **• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.** **• 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.** **• Understand some important processes and changes in the natural world around them, including the seasons.**		
	Key Stage 1		
	Autumn	**Spring**	**Summer**

Y1	Our School	Our Village	Holywell +a contrasting country
Y2	Our County	Our Country	Cambridge + contrasting country (Bangkok)
	Key Stage 2		
	Autumn *Strand 1: Physical Geography*	**Spring** *Strand 2: Human Geography*	**Summer** *Strand 3: Comparative Geography*
Y3	Rivers + Water	Settlements + Population	Africa
Y4	Plate Tectonics	Migration	Asia
Y5	Natural Resources	Trade + Economics	South America
Y6	Biomes + Biodiversity	Energy + Sustainability	North America

2. The Key Concepts in Geography

G1: **Scale, Place + Space**

Scale, place and space is all about describing the world. Scale starts localised at school and village level, before expanding out to county, national, regional and global level. Once we have defined the scale of the place we are describing, we can begin to place things more accurately, for example the location of major physical and human geographic features within Europe, or the location of residential areas when looking at a more localised level. Scale also refers to human processes such as trade and migration, looking at localised trade and migration patterns, before expanding out to looking at the global picture. This area of geography encompasses map and directional work, as well as the labelling of key 'systems' such as river systems within our world.

G2: **Human + Physical Processes**

Processes refer to a series of related cause and effect events that lead to a particular outcome. Physical processes are those that take place within the natural world. These might be the cause and effect events that lead to a volcanic eruption, the formation of an oxbow lake over time, or the combined stages of the water cycle. Human processes relate to things such as trade and global supply chains, or migration of people.

G3: **Interdependence**

The concept of interdependence looks at the symbiotic relationship between humans and the natural world, looking at how the actions we take as humans impact the natural world, but also how the natural world informs and impacts our actions and societies. This is an important concept in geography that draws human and physical geography together. Examples of interdependence might be how the physical geography of a country impacts where its key settlements are, or how our reliance on extracting fossil fuels to produce energy is impact on climate change. Interdependence also includes the dependence of other animals on the natural world, such as the symbiotic relationship between flora, fauna and animals in an ecosystem or biome.

3. Timetabling

At Holywell, geography units are blocked, which means they are taught as a sequence of consecutive lessons over 2-3 weeks. Each year group studies three geography units.

4. Unit Overviews

Year 1

Our School (Autumn)	
LOs and Key Concepts	
1	To use simple fieldwork and observational skills to study the key human and physical geography of the school grounds (G1).
2	To use aerial photographs to create a simple sketch map of the school grounds (G1).
3	To use simple compass directions (NSEW) to plot a route through the school grounds (G1).
4	To begin to identify daily and seasonal weather patterns by starting to track weather conditions, rainfall and temperature in a diary (G2).
5	To identify the different ways in which we use the land of our school grounds (G3).
6	To identify different ways that we can look after our school grounds and its environment (G3).
Key Outcomes	
Through this unit, the children will be introduced to key human and physical geographic features and will identify these around the school. They will plot these features on simple sketch maps which they will create from aerial photographs. They will begin to use directional language and compass points to plot routes through the school, and begin to track the daily weather of our part of the UK. The children will begin to understand the concept of interdependence by looking at how we can take care of our environment and the different ways we use land.	
Vocabulary	
Human Geography, Physical Geography, Environment, Impact, Temperature, Rainfall, Weather, Seasons, Map, Symbol, Key, Compass, North, South, East, West, Direction.	

Our Village (Spring)	
LOs and Key Concepts	
1	To identify Needingworth as a village and the difference between a hamlet, village, town and city (G1).
2	To identify the key physical features of Needingworth and Holywell (G1).
3	To identify the key human features of Needingworth and Holywell (G1).
4	To identify the different ways land is used in the village (agricultural, residential, retail, industrial) and what these mean (G3).
5	To use aerial maps to create a simple sketch map of the Village (G1).
6	To identify different ways we impact on our environment, and ways that we can look after the environment (G3).
Key Outcomes	
The children will expand the scope of their geographic enquiry, by exploring the villages of Needingworth and Holywell in which the school is located. They will explore the different types of settlements: Hamlets, Villages, Towns and Cities, and identify which one Needingworth is. They will then explore key physical and geographic features of the village, and identifying different ways land is used by undertaking a local walk (residential, agricultural, public services, industrial, retail etc..), before using this information and aerial photographs to create simple sketch maps of the village. They will then look at the human impact on the environment (litter, car pollution, building etc …), and look at different ways we can look after the environment.	
Vocabulary	
Settlement, Hamlet, Village, Town, City, Rural, Urban, Land Use, Agricultural, Retail, Industrial, Residential, Commercial, Public Services, Pollution, Impact, Interdependence.	

Holywell and Nairobi, Kenya (Summer) - TBC	
LOs and Key Concepts	
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2	
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4	
5	
6	
Key Outcomes	
Vocabulary	

Year 2

Our County (Autumn)	
LOs and Key Concepts	
1	To understand what a county is and to locate ours and surrounding counties on a map (G1).
2	To identify the key human and physical geography of Cambridgeshire (G1).
3	To being to explore local OS maps and find key landmarks on them (G1).
4	To create a map of our county showing the key human and physical geographic features and landmarks and settlements (G1).
5	To understand different ways that land is used within Cambridgeshire (G3).
6	To understand the way Cambridgeshire is similar and different to a more urban part of the UK (G3).
Key Outcomes	
The children will understand that the UK is subdivided into different counties and will be able to name and locate ours and surrounding counties on a map. They will begin to explore the unique human and physical geographic features of the county that make it famous internationally and plot these on a map. They will begin to explore OS maps of the local area. They will expand their knowledge of land use on a larger scale by identifying different ways land is used in the county. They will then look at how Cambridgeshire as a rural area is similar and different to larger urban areas of the UK like London.	
Vocabulary	
County, City, Town, Village, Countryside, Rural, Urban, Farming, Agriculture, University, Cathedral, Fens, River Ouse, Country Park, Ordnance Survey Map	

Our Country (Spring)	
LOs and Key Concepts	
1	To identify the four home nations and their capital and major cities (G1).
2	To identify key physical features of the United Kingdom including the surrounding seas (G1).
3	To identify key human geographical features of the United Kingdom (G1).
4	To locate the United Kingdom in the European continent and identify some of the major countries and cities of Europe (G1).
5	To identify and locate the major physical features of the European Continent (G1).
6	To identify the continents and major oceans and seas of the planet (G1).
Key Outcomes	
The children will learn that the United Kingdom as one country consists of four home nations: England, Scotland, Wales and Northern Ireland, locating them and their major cities on a map. The children will then identify and locate key physical features of the UK: major rivers, estuaries, forests, mountainous and highland areas, as well as the surrounding seas. They will then identify the UK as a European nation, and identify the European continent on a map, as well as key countries and major cities as well as the main geographic features: Rivers, Mountain Ranges, Lakes, Seas, Plains, Forests and climate zones. They will then locate the other continents and major oceans and seas, as well as major climate zones in relation to the equator and the North and South Poles.	
Vocabulary	
Home Nation, Country, Continent, Ocean, Sea, Mountain, Highland, Lowland, Plains, Desert, Rivers, Estuary, Forests, Capital Cities, Major Cities, Climate, Climate Zones, England, Scotland, Wales, Northern Ireland, Pennines, Highlands, Peak District, Lake District, South Downs, Cotswold, Fenland, Equator, North Pole, South Pole	

Cambridge and Bangkok (Summer)	
LOs and Key Concepts	
1	To locate Asia, Thailand and Bangkok on a map and plot a route there.
2	To use maps and pictures to compare the physical geography of Cambridge and Bangkok.
3	To use simple charts to compare the climates of Cambridge and Bangkok.
4	To compare and contrast the buildings and architecture of Bangkok and Cambridge.
5	To compare the human geography of Cambridge and Bangkok such as languages, religious beliefs, wealth etc
6	To think of some of the ways the UK and Thailand are linked – such as tourism, or some of the food we import.
Key Outcomes	
The children will begin the unit by locating Asia, Thailand and Bangkok on a map, making it clear that Bangkok is a city, Thailand is a country and Asia is a continent, the same way that Cambridge is a city, the UK is a country and Europe is the continent. They will use the maps to think about how they could get to Thailand, for example by boat, aeroplane, or even by car and ferry. They will then use maps and a picture bank to identify the similarities and differences in the physical geography of Cambridge and Bangkok, as well as simple weather charts to compare the climate including rainfall and temperature at different points in the year. Following this, they will explore pictures of different buildings in both Cambridge and Bangkok and use these to explore things like culture, wealth and poverty. The children will then explore the human geography of Cambridge and Bangkok including things like religious beliefs and languages spoken. They will finish the unit by thinking about different ways the UK and Thailand are connected such as tourism, or by identifying foods that are imported etc.	
Vocabulary	

Year 3

Rivers and Water (Autumn)	
LOs and Key Concepts	
1	To identify the world's major rivers and their scale, creating a map of world rivers (G1).
2	To identify the water course of a river (G1).
3	To identify and explain the water cycle (G2).
4	To explain how rivers can shape the landscape (G2).
5	To understand how we use rivers – case study: The Three Gorges Dam on the Yangtze River (G3).
6	To understand the human impact on rivers – case study: oil pollution on the River Niger (G3).
Key Outcomes	
By the end of the unit the children will be able to identify the major rivers of the world on a map. They will be able to describe the course of a river from source to mouth and understand how rivers can carve paths through landscape and create huge valleys. They will understand the importance of rivers to humans, and the impact we are having on them and the wildlife they support. The children will also learn about the water cycle.	
Vocabulary	
River, Source, Spring, River Bank, River Bed, Flood Plain, Estuary, Delta, Mouth, Erosion, Oxbow Lake, Valley	

Settlements and Population (Spring)	
LOs and Key Concepts	
1	To understand what we mean by population and explore population density.
2	To understand how physical geography impacts human settlements.
3	To understand the difference between urban and rural and explore the push and pull factors of each.
4	To understand the layout of settlements.
5	To think about the things a population needs to thrive and to design a model settlement.
6	To understand the impact of overpopulation.
Key Outcomes	
The children will explore what we mean by population at different scales and explore the demographics of the population of the UK. They will then explore the concept of population density, and explore the population density of a number of different areas. Following this, the children will identify how physical geography, such as proximity to rivers and water, affects human settlements. They will then look at the different between rural and urban areas, the trend towards growing urbanisation, and the push and pull factors of these different areas. The children will then look at settlements in more detail, exploring trends in the layout of settlements, and thinking about what a population needs to thrive and applying this by designing a model city. Finally we will explore the impact of overpopulation and settlments.	
Vocabulary	
Settlement, Population, Population Density, Rural, Urban, Migration, Push Factor, Pull Factor, Public Services, Impact, Environment, Climate, Topography	

The UK and Egypt (Summer)	
LOs and Key Concepts	
1	To identify key physical features of Africa (G1).
2	To identify key human geographic features of Africa (G1).
3	To explore the natural resources, economy and trade links of Africa (G2).
4	To explore the links between Africa and the UK (G3).
5	Case Study: UK tourism in Africa (G3).
6	Case Study: Wildlife conservation in South Africa (G3).
Key Outcomes	
The children will begin by identifying Africa on a world map, and exploring key geographic features such as rainforests, rivers, deserts, mountains, lakes and waterfalls. They will then identify the key human geographic features of Africa such as identifying key countries, major cities, languages spoken and which religious beliefs predominate in certain areas. The children will then look at the natural resources, economy and trade links of Africa, challenging the notion of Africa as the 'poor continent' whilst acknowledging the extreme poverty that exists on the continent. The children will then explore the historic links between the UK and Africa, such as by exploring the British role in the 'Scramble for Africa' and African colonisation, before looking at Africa deeper through two case studies. One exploring the tourism sector, particularly in relation to UK tourists, and one exploring wildlife conservation in South Africa.	
Vocabulary	
Africa, continent, country, North Africa, Sahara Desert, Sahel, Congo Rainforest, Nile River, Congo River, Lake Victoria, Great Rift Valley, Kilimanjaro, savannah, Kalahari desert, Gulf of Guinea, Cape of Good Hope, Mozambique Chanel, Horn of Africa, Red Sea, Morocco, Ghana, Nigeria, South Africa, Kenya, Egypt, poverty, development, resources, trade, economy, empire, Scramble for Africa, tourism, conservation	

Year 4

Plate Tectonics (Autumn)	
LOs and Key Concepts	
1	To identify the tectonic plates and the major fault lines between them and represent them on a map (G1).
2	To identify areas of volcanic and seismic activity relative to the fault lines and locate them on a map (G1).
3	To identify the structure of a volcano and how and why they erupt (G2).
4	To explain how and why earthquakes happen (G2).
5	To understand how mountains are formed (G2).
6	To understand 'The Pacific Ring of Fire' and the impact on humans living on it (G3).
Key Outcomes	
By the end of the unit, the children will be able to describe the structure of the Earth and identify the major tectonic plates and fault lines, creating maps to represent them. They will be able to explain how earth quakes, mountains and volcanoes are formed in relation to these plates and fault lines, as well as describing the impact on humans that live along them, looking at case studies such as the Boxing Day Tsunami.	
Vocabulary	
Core, Mantle, Crust, Tectonic Plate, Fault Line, Earth Quake, Seismic, Richter Scale, Volcano, Lava, Magma, Eruption, Crater, Conduit, Vent, Cone, Flank, Ash Cloud, Summit, Peak, Ridge, Range, Ledge, Shoulder, Tsunami, Impact	

Migration (Spring)	
LOs and Key Concepts	
1	To define migration, and identify reasons why people migrate: conflict, quality of life or economics (G2).
2	To explore the impact of conflict on migration (G1/G2).
3	To explore the impact of economics on migration (G1/G2).
4	To explore the impact of 'quality of life' considerations on migration (G1/G2).
5	To explain the demographic make-up of the UK today, by identifying different waves of historical immigration (G2).
6	To explore the way migration is reported in the media, and identify different views towards migration (G2).
Key Outcomes	
The children will explore the concept of migration, identifying it as the movement of people from one location to another. They will explore key factors that drive migration: people fleeing conflict zones, people moving for economic opportunities (jobs), and people migrating for a better quality of life. Maps of migrant flows will be looked at alongside maps of major conflict zones, national wealth and climate and standard of living information to inform the children's understanding, as well as case studies: the case study of a refugee, the case study of an Eastern Europe moving to the UK for better job prospects, and the case study of a British retiree moving to the South of Spain. Following on from this, the children will identify the demographic make-up of the UK, and explain this by looking at historical patterns of migration, and placing them in the context of empire, decolonisation and Britain's membership of the EU. They will then explore different ways migration is reported in the media, and the different attitudes to migration policies, exploring the pros and cons of both.	
Vocabulary	
Migrant, Migration, Immigration, Immigrant, Emigration, Emigrant, Expatriate, Conflict, Climate, Economic Migrant, Refugee, Asylum Seeker, Empire, Decolonisation, Windrush, Demographics, Community, Media, Policy	

The UK and China (Summer)	
LOs and Key Concepts	
1	To identify key physical features of Asia (G1).
2	To explore the climate of Asia (G1).
3	To identify key human geographic features of Asia (G1).
4	To explore the natural resources, economy and trade links of Asia (G2).
5	To explore the links between Asia and the UK (G3).
6	Case study: The UK, Hong Kong and China (G3).
Key Outcomes	
The children will begin by identifying Asia and its regions on a world map, and exploring key geographic features such as rainforests, rivers, deserts, mountains, lakes and waterfalls. They will then identify the key human geographic features of Asia such as identifying key countries, major cities, languages spoken and which religious beliefs predominate in certain areas. The children will then look at the natural resources, economy and trade links of Asia, focusing particularly on economic development in, and trade with, China. The children will then explore the historic links between the UK and Asia, such as by exploring the role of the British Empire and British colonisation in Asia and how the impact of this is still seen today, before looking at this in more detail deeper through a case study of Hong Kong.	
Vocabulary	
Asia, Middle East, South Asia, South East Asia, East Asia, Oceania, Pacific Ocean, Indian Ocean, Arabian Desert, Euphrates, River Jordan, Persian Gulf, Himalayas, River Ganges, Yellow River, Pearl River, Yangtze River, Gobi Desert, Borneo Rainforest, Great Barrier Reef, Saudi Arabia, India, China, South Korea, Japan, Australia, Indonesia, Philippines, Singapore, Hong Kong, Empire, East India Company, Buddhism, Sikhism, Hinduism, Islam, Urbanisation, Development, Opium Wars, Democracy, Communism, Legacy	

Year 5

Natural Resources (Autumn)	
LOs and Key Concepts	
1	To identify key natural resources and where they are located on a world map and create their own (G1).
2	To identify key natural resources of the UK and where they are located and create their own (G1).
3	To understand different methods of extracting and distributing natural resources such as farming, mining and drilling (G2).
4	To understand the importance of natural resources of everyday items such as a smart phone (G3).
5	To identify how our need for natural resources is impacting the natural world – case study 1: palm oil plantations in Indonesia (G3).
6	To identify how our need for natural resources is impacting the natural world – case study 2: the 2010 Deepwater Horizon Oil Spill (G3).
Key Outcomes	
The children will identify different types of natural resources and identify where key resources are distributed both globally and within the UK. They will look at how natural resources are extracted and distributed around the world, and just how important they are to everyday items we take for granted using the example of an iPhone. They will begin to understand how our thirst for natural resources is having a detrimental impact on the natural by looking at two important case studies.	
Vocabulary	
Natural Resources, Farming, Mining, Drilling, Agriculture/Agricultural, Geology/Geological, Distribution, Extraction, Fossil Fuels, Oil, Coal, Gas, Trade, Metals, Minerals, Forestry, Fishing, Primary Industry	

Trade + Economics (Spring)	
LOs and Key Concepts	
1	To identify historical trading patterns and scales (G1/G2).
2	To explore the terms 'import' and 'export' by looking at where common foods are grown and sold (G2).
3	To identify the global supply chain and the three broad categories of industry: primary, secondary and tertiary (G2/G3).
4	To identify key sectors of the British economy and identify Britain's most valuable export goods (G2).
5	To identify how human and geographic features impact on a country's highest value export (G2/G3).
6	To explore whether trade is 'fair' by looking at the experience of different people within the supply chain (G3).
Key Outcomes	
The children will learn what trade is and how the scale of trade has expanded over time from local, national, regional to global scale and how advances in technology such as container ships and air transport have impact this. They will then explore the key ideas of import and export, by looking at where a variety of commonly eaten foods have come from. Here they will be introduced the idea of global interdependence in the global food supply chain. They will then look at the idea of food self-sufficiency by looking at the different reliance on the UK and Singapore to food exports. The children will then go onto looking at the global supply chain, identifying how different components of everyday objects are made all over the world. They will look at primary, secondary and tertiary industries and their roles in the supply chain, exploring where in the world these types of industries and sectors predominate. They will then look at the British economy, and our key exports, before looking at other countries exports and how these are affected by human and geographic features such as climate and GDP. They will then go onto explore whether or not trade is fair, by looking at the roles and different levels of economic compensation for different people and governments within the supply chain.	
Vocabulary	
Export, Import, Trade, Scale, Container Ship, Port, Airport, Air Transport, Freight, Goods, Services, Natural Resources, Industry, Mining, Primary Industry, Secondary Industry, Tertiary Industry, Climate, Wealth, LEDC, MEDC, Supply Chain, Disparity, Equality, Inequality.	

The UK and France (Summer)	
LOs and Key Concepts	
1	To identify key physical features of South America (G1).
2	To explore the climate of South America (G1).
3	To identify key human geographic features of South America (G1).
4	To explore the natural resources, economy and trade links of South America (G2).
5	To explore the links between South America and the UK and Europe (G3).
6	Case study: deforestation in the Amazon Rainforest, Brazil (G3).
Key Outcomes	
The children will begin by identifying South America on a world map, and exploring key geographic features such as rainforests, rivers, deserts, mountains, lakes and waterfalls. They will then identify the key human geographic features of South America such as identifying key countries, major cities, languages spoken and which religious beliefs predominate in certain areas. The children will then look at the natural resources, economy and trade links of South America. The children will then explore the historic links between the UK and South America, and particularly those between the UK and Argentina, and between America and Europe, more generally, particularly Spain and Brazil. Following this, the children will look at case study of deforestation in the Amazon rainforest.	
Vocabulary	
South America, Latin America, Brazil, Argentina, Gulf of Mexico, Andes, Brazilian Highlands, Amazon River, Amazon Rainforest, Patagonia, Pampas, Spanish Empire, Portuguese Empire, Christianity, Catholicism, deforestation.	

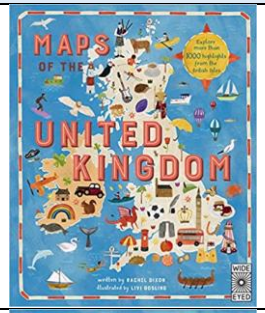
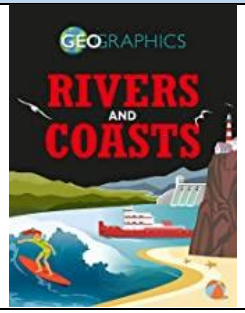
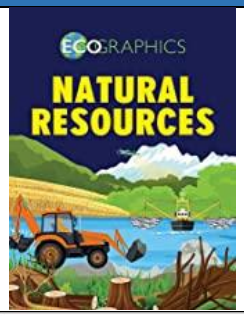
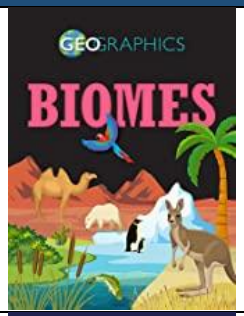
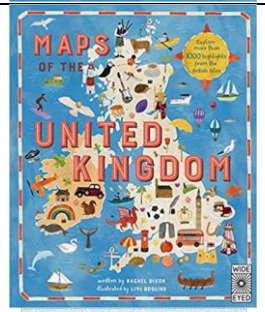
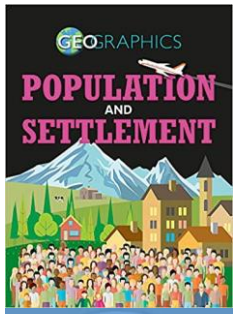
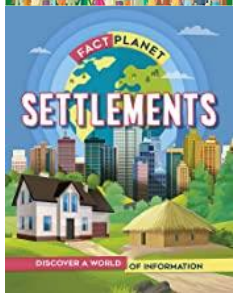
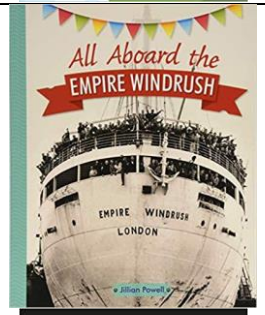
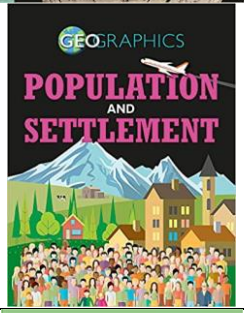
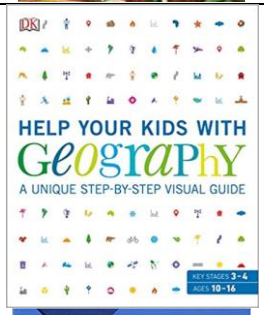
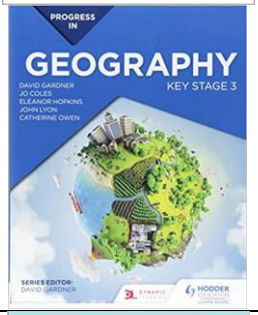
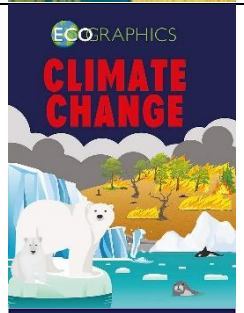
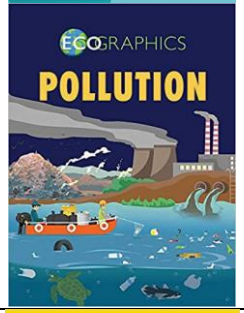
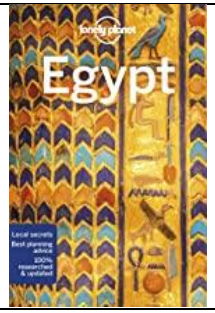
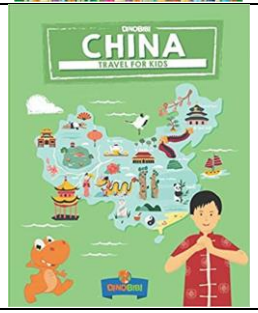
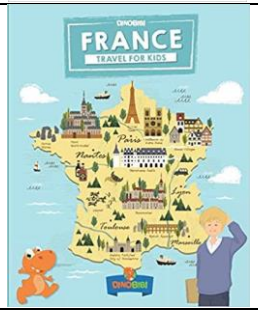
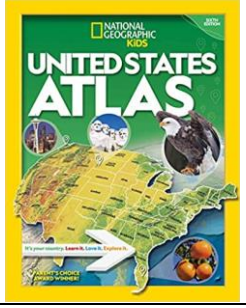
Year 6

Biomes and Biodiversity (Autumn)	
LOs and Key Concepts	
1	To understand the features of the world's major biomes (G1).
2	To identify the location of the world's major biomes on a map and create their own (G1).
3	To understand how animals, adapt to their biomes leading to biodiversity (G2).
4	To understand the interdependence between the animals, flora, fauna and environmental conditions in a biome (G2).
5	To understand why the Amazon is referred to as 'The Earth's Lungs' and our dependence on it (G3).
6	To understand how vulnerable biomes and their ecosystems, such as the Great Barrier Reef, are to human activity (G3).
Key Outcomes	
The children will be able to identify the features of the world's major biomes such as their average temperatures, rainfall and wildlife. They will identify and locate major biome regions on the world map. The children will understand how animals are adapted to their biome and look at how important the biomes are to human life, and how vulnerable they are to human activity, by looking at the examples of the Amazon Rainforest (the Earth's Lungs) and the Great Barrier Reef.	
Vocabulary	
Biome, Ecosystem, Biodiversity, Adaptation/Adaptability, Tundra, Grassland, Rainforest, Desert, Temperate Deciduous Forest, Coniferous Forest, Tropical, longitude, Latitude, Equator, Tropics of cancer and Capricorn, Polar Regions, Arctic circle, Antarctic Circle	

Energy and Sustainability (Spring)	
LOs and Key Concepts	
1	To identify different sources of energy and explore the importance of energy to modern life (G2).
2	To identify the difference between renewable, and non-renewable sources of energy (G1).
3	To explore how energy production affects global warming through the carbon cycle (G3).
4	To explore different ways of reducing carbon consumption and the UKs legal obligations to work to become carbon neutral (G2).
5	To explore the concept of recycling, and the impact of plastic pollution on the natural ecosystem (G3).
6	To look at deforestation in the Amazon and Borneo Rainforests, and identify the reasons behind it, and the potential consequences (G3).
Key Outcomes	
The children will identify that electricity is generated and transport fuelled by different energy sources such as fossil fuels, nuclear, wind, solar and hydroelectric, making them essential to the functioning of modern society. They will then look at the difference between renewable and non-renewable sources of energy and the pros and cons of each. Following this they will explore the impact of burning fossil fuels for energy on the carbon cycle, and how this is impacting on global warming. In particular they will look at natural carbon stores and how these are being removed at an alarming rate. Following this, they will look at different ways we can work to reduce our carbon consumption and the legal obligations of the UK to work towards a carbon neutral environment.	
Vocabulary	
Energy, Fossil Fuel, Renewable Energy, Sustainability, Carbon, Carbon Cycle, Carbon Sequestration, Global Warming, Tundra, Permafrost, Forests, Rain Forests, Deforestation, Plastic, Plastic Pollution, Recycling	

The UK and The USA (Summer)	
LOs and Key Concepts	
1	To identify key physical features of North America (G1).
2	To explore the climate of North America (G1).
3	To identify key human geographic features of North America (G1).
4	To explore the natural resources, economy and trade links of North America (G2).
5	To explore the links between North America and the UK (G3).
6	Case study: Fracking in the USA (G3).
Key Outcomes	
The children will identify the key geographic features of North America including the locations of the major rivers, mountain ranges, deserts etc … as well as its climate, and the key human geographic features including countries, cities, languages spoken, and governmental systems. They will then explore the natural resources, economy and trade links of North America, looking at Silicon Valley and the influence of the US tech industry in particular detail. They will then explore the links between North America and the UK, looking at the former status of the US and Canada as colonies of the UK and their paths towards independence and the nature of the relationship between the UK and the US and Canada today. They will then make links with their unit on Energy and Sustainability from the Spring Term, by looking at a case study of Fracking and the quest for Energy independence.	
Vocabulary	
North America, Canada, United States, Mexico, Central America, Rocky Mountains, Appalachian Mountains, Sierra Madre, Great Lakes, Hudson Bay, Niagara Falls, Hudson River, Mississippi River, Bering Sea, Beaufort Sea, New York, Los Angeles, Chicago, Washington D.C., Mexico City, Toronto, Vancouver, Montreal, Ottawa, Silicon Valley, Fracking, Orlando, Tourism, British Empire, Thirteen Colonies, War of Independence, British North America Act, Dominion of Canada, Democracy, Constitution.	

5. Geography Reading Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
Spring		 	 	 	 	 
Summer						

6. National Curriculum Coverage Table

	KS1	KS2
Locational Knowledge	• Name and locate the world's 7 continents and 5 oceans. • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	• 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 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	• 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 in North or South America

Human and Physical Geography	• 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
	• 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
		• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		• Describe and understand key aspects of 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

Geographic Skills and Fieldwork	• 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 to describe the location of features and routes on a map	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4 and 6-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

	• 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 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.	methods, including sketch maps, plans and graphs, and digital technologies.