



Geography



National Curriculum 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.

Expected covered content from Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

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

Geographical 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- 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.



Geography



Knowledge Building

Processes and Changes

Change happens as a result of different **geographical processes**. These **processes** can be split into two distinct groups: - human and physical. Human processes involve human activity, whereas physical processes are naturally occurring. An example of a human process would be urbanisation; an example of a physical process would be flooding. The impact of a human process can be a catalyst for a natural process e.g. deforestation has resulted in the physical process known as climate change. Both human and physical processes lead to **change** and children should be able to recognise and understand this, giving examples.

Human Geography

Human geography relates to man-made features and human activity. Human geography includes characteristics like houses, roads and bridges; in other words, things that have been built by people. Children should learn about, identify and explain patterns in human geography e.g. houses are often built along a road (linear settlement).

Physical Geography

Physical geography also relates to features. Physical geography includes natural characteristics like mountains, rivers and trees; in other words, anything that is naturally occurring. Children should learn about how physical geography influences and impacts on the lives of people.

Geographical Vocabulary

Geographical vocabulary can be placed into several categories, such as: - language related to **place, space and location** e.g. Equator, hill; language related to **movement and change** e.g. migration, flooding; language related to **interdependence** e.g. trade.

Location and Environments

Location is integral to the framework of geography because it helps us to know and express where things are. Within location we include space and place, which connects with physical and human geography in terms of the characteristics that make places identifiable, and how one place is different from another. **Environment** can be defined as surroundings, which includes all the living and non-living elements and their effects, which influence human life in any given place.

Similarities and Differences

Comparison is a tool used by geographers to analyse locations, features and environments in order to discover things of geographical importance or interest e.g. common causes, geographical patterns. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.



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End Goals

Adventurers / LKS2

Our aim in teaching geography in Adventurers is to equip pupils with knowledge of diverse places, people, resources, and natural and human environments. By the end of this phase, they should have an understanding of a wide range of physical and human features and processes, as well as being able to recognise and explain the interrelationship between location and environment. They should understand the difference between primary and secondary sources of evidence and recognise the role that fieldwork plays in contributing to the collection of primary evidence. Geographical vocabulary should include more specific and complex language which pupils are able to use appropriately and in context. Pupils should recognise and value interdependence through themes such as food, tourism and trade.

Navigators / UKS2

Our aim in teaching geography in Navigators is to deepen pupils' understanding and appreciation of places and their importance to us, of our impact on them and how we can manage and develop them sustainably. By the end of the phase, pupils' growing knowledge about the world they share with all life forms should help them to consolidate their understanding of interdependence, and the interaction between physical and human geography, landscapes, and environments. Pupils' geographical knowledge, understanding and skills should provide a framework in explaining how the Earth's features are shaped, interconnected and change over time, identifying and explaining patterns. They should also understand how the physical geography of a place influences the lives of its inhabitants.



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ADVENTURERS (Year 3 & 4)

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
To know that places change over time and that there is often a range of evidence to show this	To know some basic human geographical features in the focus area and describe them	To know some basic physical geographical features in the focus area and describe them	To know and understand simple vocabulary related to place	To name and locate some key places in their own country and countries in the wider world	To identify basic similarities and differences between a range of locations
Geography Skills Progression – Adventurers Y3&4					
Ge22 Ask and respond to questions to develop a sense of place Ge23 Collect and record evidence and begin to offer explanations Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones Ge26 Identify where significant places are located in the UK, Europe and the wider world Ge27 Identify similarities and differences between places and environments and understand how they are linked Ge28 Identify how the ways in which people live sometimes have consequences for the environment Ge29 Use appropriate geographical vocabulary to communicate their findings Ge30 Collect and analyse a range of data from simple fieldwork experiences Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans Ge32 Use ICT to help in geographical investigation			Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge40 Describe, compare and offer reasons for their views Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales Ge42 Use secondary sources of information and ICT as part of investigations		

NAVIGATORS (Year 5 & 6)

Knowledge Building					
Processes and Changes	Human Geography	Physical Geography	Geographical Vocabulary	Location and Environments	Similarities and Differences
To know that places change over time and that there is often a range of evidence to show this	To know some basic human geographical features in the focus area and describe them	To know some basic physical geographical features in the focus area and describe them	To know and understand simple vocabulary related to place	To name and locate some key places in their own country and countries in the wider world	To identify basic similarities and differences between a range of locations
Geography Skills Progression – Navigators Y5&6					
Ge43 Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area			Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs		



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Year 3	T A F	L M	R t F	Athens v Sparta	Under the Canopy	Three Giant Steps	S K	Come Fly with Me! Africa
		Competency	NC Essentials			NC Essentials	Competency	
Composite		Key Knowledge Builder						
Processes & Changes	To know that both primary and secondary sources of evidence show process and change			<p>Know that there are archaeological remains which show some of the changes since the fall of the Ancient Greek Empire</p> <p>Explain how archaeological remains show some of the changes in Greece since the fall of the Ancient Greek Empire</p>	<p>Know about and give examples of evidence of animal species loss in the Amazon rainforest</p> <p>Understand the importance of forest monitoring using field and aerial surveys, and satellite imagery</p>	<p>Know that photos, video footage and coastline maps can show evidence of erosion</p> <p>Know that maps, Google Maps, Street View and aerial photos show some of the ways in which Paris has changed</p>		<p>Know that maps and aerial photographs are sources of evidence in identifying changes in the landscape of Africa</p> <p>Know how changes in the landscape and human involvement can be tracked to show the impact on wildlife</p>
Human Geography	To know, compare and describe some human geographical features in the wider world			<p>Know some of the human geographical features of Athens and Sparta</p> <p>Know the origins and purposes of some of the human geographical features of Athens and Sparta</p>	<p>Know that there are few human features within the rainforest and give reasons for this</p> <p>Know that the Mayan people used to live in the rainforest and historic human features remain as evidence</p>	<p>Know some of the human geographical features of Dover e.g. the castle</p> <p>Know some of the key landmarks studied in France and compare them with the human geography of Canada</p>		<p>Know some of the human geographical features of the African countries studied</p> <p>Describe some of the human geographical features of the African countries studied and compare them</p>
Physical Geography	To know, compare and describe some physical geographical features in the wider world			<p>Know some of the physical geographical features of Athens and Sparta</p> <p>Understand the ways in which the physical geography of Greece influenced how people lived</p>	<p>Know and describe some physical features of the rainforest</p> <p>Know and understand the features of the different layers of the canopy</p>	<p>Know about the variety of landscapes in France e.g. Mont blanc, the River Loire</p> <p>Know about the variety of landscapes in France and compare those with Canada</p>		<p>Know some of the physical geographical features of the African countries studied</p> <p>Describe and compare some of the physical geographical features of the African countries studied</p>
Geographical Vocabulary	To know and understand key vocabulary related to geographical processes			<p>Know and understand the term 'urbanisation' with reference to Athens</p> <p>Know and understand the term 'water cycle' and apply it in the context of Greece</p>	<p>Know and understand the term 'tropical' and 'equatorial'</p> <p>Know and understand the process of deforestation and its effects globally</p>	<p>Know and understand the term 'erosion'</p> <p>Know and understand the terms 'tourism' and 'climate'</p>		<p>Know and understand the term 'desertification' and use it in the context of Africa</p> <p>Know and understand the term 'topology' and use it in reference to the landscape of the African countries studied</p>
Locations & Environments	To know and understand the interrelationship between location and environment			<p>Know that Athens' geographical location meant it became a wealthy naval trade centre</p> <p>Know that Sparta's mountainous location and its fertile soil meant it could be self-sufficient, as well as well-defended</p>	<p>Know that because tropical rainforests are located near the equator, this impacts on climate</p> <p>Understand how and why the location of tropical rainforests impacts on biodiversity</p>	<p>Know that northern Canada is dark and frozen for 9 months of the year, so 75% of the population lives in the warmer south</p> <p>Know that the climate and landscape in France enables the production of a large amount of wine</p>		<p>Know the location of Africa in relation to the equator</p> <p>Understand how the location of Africa in relation to the equator dictates its climate and landscape</p>
Similarities & Differences	To understand how and why some places and features are similar or different, giving reasons			<p>Know some of the differences between the features of Greece and your own locality</p> <p>Identify how some of the geographical features of Greece and your own country differ</p>	<p>Know that there are no seasons at the equator and every day of the year has 12 hours of sunlight</p> <p>Know that places located on the equator tend to have a hot, wet and humid climate</p>	<p>Know that the location of Canada leads to its extreme temperatures, in comparison to the moderate climates of the UK and France</p> <p>Understand some of the ways in which the mountains of France and Canada (Alps and Rockies) compare to the cliffs of Dover</p>		<p>Know that there are 54 countries in Africa and identify some of the differences between them e.g. climate</p> <p>Understand the reasons for the differences between some of the countries in Africa</p>



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					<p style="text-align: center;">Athens v Sparta</p> <p>As pupils learn about Ancient Greece, this is an opportunity to learn about how primary sources of geographical evidence (human geography) show changes over time. They will learn how urbanisation occurred in Athens, creating a wealthy trade centre, and about Sparta's mountainous location and fertile soil, meaning it could be self-sufficient. To know the location of Greece</p>	<p style="text-align: center;">Under the Canopy</p> <p>Through this thematic unit, pupils build on the meta-concepts of place, space and environment, focusing on interdependence, sustainability, and processes and changes in the tropical rainforest biome. They will further explore the relationship between proximity to the Equator and the Tropics of Cancer and Capricorn with climate, and the resulting biodiversity.</p> <p>Concepts NC - Locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities NC - Identify the position and significant 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) To learn about the tropical rainforest biome as an ecosystem</p>	<p style="text-align: center;">Three Giant Steps</p> <p>Contrasting the UK, Europe (France) and the wider world (Canada), pupils will learn about the position and key features of each country. They will identify similarities and differences, further developing their vocabulary linked to place, space, location and interdependence.</p> <p>Concepts To understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC) To 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 (NC) To know about and 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) (NC) To identify similarities and differences between Dover UK, France and Canada</p>		<p style="text-align: center;">Come fly with me. Africa</p> <p>In this unit, pupils' learning is focused on Africa. First using globes to locate this specific continent, they then learn where the five largest countries of Africa are positioned on a map of Africa and learn some facts about these countries, understanding how the location of Africa, in relation to the equator, dictates its climate. Through an African food focus, they learn about its weather and the effects of the climate on the physical landscape, using problem-solving skills to decide where would be best to grow certain foods. They also learn about seasonality and Fairtrade.</p> <p>Concepts NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To know the location of the continent of Africa and identify its largest countries To know about some aspects of African culture</p>
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Composites and Components – Skills and Knowledge

		Athens v Sparta	
		Composite	Components
Year 3			

		Under the Canopy	
		Composite	Components
Year 3		<p>To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (NC)</p>	<p>To know the difference between a continent (a land mass made up of countries) and a country (a nation with its own government, occupying a particular territory)</p> <p>To understand how to use a map or globe to locate countries</p> <p>To know that a city is a large or important town and that every country names one of these as its capital</p>
		<p>To 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) (NC)</p>	<p>To know that latitude and longitude are imaginary lines that are used as coordinates to help us so find locations on the Earth</p> <p>To know that the invisible horizontal line around the middle of the earth is called the Equator</p> <p>To know that the Equator divides the Earth into two halves, the upper part which is called the Northern Hemisphere and the lower part called the Southern Hemisphere</p> <p>To know that Australia is in Australasia (Oceania) in the Southern Hemisphere</p> <p>To know that Mexico is in North America in the Northern Hemisphere</p> <p>To know that there are other important invisible lines of latitude, including the Tropic of Cancer to the north of the Equator and the Tropic of Capricorn to the south of the Equator</p> <p>To know there is an imaginary line running through the UK called the Prime / Greenwich Meridian and that this splits the world into eastern and western hemispheres</p> <p>To know that times east of the Prime Meridian are always ahead of the UK</p> <p>To know that times west of the Prime Meridian are always behind the UK</p> <p>To know that the UK, Australia and Mexico are in different time zones</p>



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	<p>To learn about the tropical rainforest biome as an ecosystem</p>	<p>To know that a biome is a large region of the Earth that has certain types of climate and certain types of things living there e.g. forest To know that biomes can be split into smaller areas called ecosystems where plants and animals depend on each other for survival To know that a rainforest is a biome To know that a rainforest is a tropical forest found in countries near or on the Equator and the climate is very wet, hot and humid To know that a rainforest is typically made up of four layers: the forest floor, the under canopy, the canopy, and the emergent layer To be able to locate the Amazon Rainforest on a map/globe To know that the Amazon Rainforest is the world's largest tropical rainforest To know that the River Amazon runs through the rainforest</p>
	<p>To learn about rainforest sustainability</p>	<p>To know that sustainability means to look after resources for future generations To know that many rainforests are being affected by deforestation which means cutting down trees in huge numbers so that vast areas of forest are being lost To know that deforestation is happening for wood to be used to make buildings, furniture or paper or to make way for farmland To know that many animals in the Amazon are endangered because humans are destroying their ecosystems To know that rainforests produce about 20% of the world's oxygen</p>

Three Giant Steps		
	Composite	Components
Year 3	<p>To understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC)</p>	<p>To know that the term 'physical features' means geographic features that are natural, not made by humans To know that the term 'human features' means geographic features that are man-made To know the names of the seven continents: Europe, South America, North America, Asia, Africa, Antarctic, Australasia (Oceania) To know that the United Kingdom and France are in Europe and that Canada is in North America</p>
	<p>To 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 (NC)</p>	<p>To know that map symbols can help us find out information about places To know the difference between physical features and human features on maps To know that coastal erosion is when the sea wears away rocks and the coastline To know that Dover is a major Port in England, which is part of the UK To know that the cliffs of Dover are being eroded by the sea To know that, because northern Canada is within the Arctic Circle, it is frozen for most of the year To know that the Alps are the highest mountains in Europe and that the Rockies are the largest mountain range in North America To know that the landscape of France is very good for farming and wine growing</p>



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	<p>To 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) (NC) To identify similarities and differences between Dover UK, France and Canada</p>	<p>To know that latitude and longitude are imaginary lines that are used as coordinates to help us so find locations on the Earth To know that latitudes are invisible vertical lines that run around the earth from North to South To know that latitudes are invisible horizontal lines that run around the Earth from East to West To know that the invisible horizontal line around the centre of the earth is called the Equator To know that the Equator divides the Earth into two halves: the upper part is called the Northern Hemisphere and the lower part is called the Southern Hemisphere To know that there are other important lines of latitude, including the Tropic of Cancer to the north of the Equator and the Tropic of Capricorn to the south of the Equator To know that the area between the Tropic of Cancer and the Tropic of Capricorn is known for its generally hot weather To know there is an imaginary line running through the UK called the Prime / Greenwich Meridian and that this splits the world into eastern and western hemispheres To know that times east of the Prime Meridian are always ahead of the UK To know that times west of the Prime Meridian are always behind the UK To know that the UK, Canada and France are in different time zones</p>
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Come Fly with Me! Africa		
	Composite	Components
Year 3	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)</p>	<p>To know that a map is a drawing of areas of land To know that a globe is a map on the surface of a sphere to represent the Earth To know that Google Maps and Google Earth are forms of digital mapping</p>
	<p>To know the location of the continent of Africa and identify its largest countries</p>	<p>To be able to name the seven continents: - Europe, Asia, North America, South America, Arctic, Australia (Oceania) To know that the continent of Africa is in the Northern and Southern Hemisphere To know that a country is a nation with its own government, occupying a particular territory To know how to use a map to find Africa's largest countries To know that a city is a large or important town and that every country names one of these as its capital To be able to name some of the major countries and their cities in Africa</p>
	<p>To know about some aspects of African culture</p>	<p>To know that in many of the African countries, different languages are spoken and/or written To know that some animals are in danger because they are being overhunted to make money or because tourism is destroying their habitats To know that the climate in Africa affects the types of food grown To know that the movement of people (immigration) has influenced the types of foods eaten</p>



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Year 4	LS	Out & About NC Esesentials	M t F B W Y	L & O	Picture Our Planet	Window on the World	V W	CF
			NC Essentials			NC Essentials	Competency	
Composite	Key Knowledge Builder							
Processes & Changes	To know that both primary and secondary sources of evidence show process and change	<p>Explain how field trips are useful for collecting primary evidence about locality</p> <p>Know that Ordnance Survey maps can be used to investigate geographical and topographical features</p>			<p>Know that maps and photographs can be used to find evidence of urbanisation and other changes to landscapes</p> <p>Know that photographs and film footage is useful evidence when investigating the story of pollution in the Sao Paolo River</p>	<p>Know that Google Earth and Google Maps provide satellite images of areas</p> <p>Know that Google Earth and Google Maps provide satellite images of areas to show change over time</p>		
Human Geography	To know, compare and describe some human geographical features in the wider world	<p>Know some of the human geographical features in the focus locations</p> <p>Describe some of the human geographical features of the locations studied and compare them</p>			<p>Know some of the human geographical features in the focus locations e.g. Christ the Redeemer (Brazil)</p> <p>Describe some of the human geographical features of the countries studied and compare them</p>	<p>Know the role that a port plays in the transportation of goods around the world</p> <p>Know why factories and industrial areas are often located near ports</p>		
Physical Geography	To know, compare and describe some physical geographical features in the wider world	<p>Know some of the physical geographical features in the focus locations</p> <p>Describe some of the physical geographical features of the locations studied</p>			<p>Know some of the physical geographical features in the focus locations e.g. Loch Ness (Scotland)</p> <p>Describe some of the physical geographical features of the countries studied and compare them</p>	<p>Know where the Suez Canal is located and that it is a man-made waterway</p> <p>Know why the Suez Canal is important in terms of global trade</p>		
Geographical Vocabulary	To know and understand key vocabulary related to geographical processes	<p>Know and understand the meaning of 'country', 'county' and 'city' and give examples</p> <p>Know and understand the meaning of 'topography' and give examples</p>			<p>Know and understand the terms 'deforestation' and 'water cycle' in relation to Brazil</p> <p>Know and understand the terms 'urbanisation' and 'conservation' in relation to Scotland</p>	<p>Know and understand the terms 'import' and 'export' and how they link with trade</p> <p>Know and understand the term 'deforestation' and how it links to animal extinction</p>		
Locations & Environments	To know and understand the interrelationship between location and environment	<p>Know what aspects of the locality would appeal to different groups of people e.g. young families</p> <p>Compare 2 localities, giving examples of aspects that would appeal to a specific group of people</p>			<p>Know that the geographical location of each of the countries studied dictates their climate</p> <p>Know that the very different climates in the three focus countries affects wildlife</p>	<p>Know that when people were finding somewhere to settle, they looked for a fresh water supply</p> <p>Know some of the reasons why people nowadays choose particular new places to settle</p>		
Similarities & Differences	To understand how and why some places and features are similar or different, giving reasons	<p>Know some of the ways that the locality has changed over time in terms of similarities and differences</p> <p>Know the reasons for some of the changes in the locality over time</p>			<p>Know some of the differences between the features of the countries studied and your own locality</p> <p>Know the reasons for some of the differences between the features of the countries studied and your own locality</p>	<p>Know that the largest exporters of cocoa are all equatorial and have large areas where people live in poverty</p> <p>Explain how the focus areas studied for food importation compare to your own locality</p>		



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		<p>Out and About</p> <p>Pupils learn about space (counties) and place (cities) in the UK, looking at specific topographical features, such as mountains and rivers. They will analyse how features change over time and provide explanations, suggesting how (processes) and why such changes occur, making comparisons. They will develop their fieldwork skills, generating questions about the local area and recording information in appropriate ways. They will also become familiar with using the eight points of the compass and Ordnance Survey maps.</p> <p>Concepts</p> <p>A. To 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, rivers), and understand how some of these aspects have changed over time (NC)</p> <p>B. To know and 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 (NC)</p> <p>C. To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world</p> <p>To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)</p>		<p>Picture Our Planet</p> <p>Learning is centred around three contrasting localities:- Brazil, Scotland and Fiji, comparing physical and human features, traditions and customs and gaining an insight into how each country is tackling their own particular conservation issues. This helps pupils understand how human processes lead to physical changes e.g. deforestation. Pupils will also have the opportunity to look at a range of sources and evidence and make comparisons, developing an understanding of the interrelationship between location and environment.</p> <p>Concepts</p> <p>NC - 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</p> <p>A. To know some key facts about Brazil / Scotland / Fiji</p> <p>B. To know some of the physical features of Brazil / Scotland / Fiji</p> <p>C. To know some of the human features of Brazil / Scotland / Fiji</p> <p>A. To understand some of the traditions and customs of Brazil / Scotland / Fiji</p> <p>To understand how Brazil / Scotland / Fiji is tackling conservation issues</p>	<p>Window on the World</p> <p>Pupils focus on land use in this study of settlement, looking at the physical features that make a location suitable for habitation. They then learn about trade links and the interdependence between countries importing and exporting, using the recent Suez Canal blockage to illustrate the importance of global trade. They also learn about captive breeding programmes and their importance in tackling the issue of vulnerability of some animal species in the wild.</p> <p>Concepts</p> <p>A. To describe and understand key aspects of human geography, including types of settlement and land use (NC)</p> <p>B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)</p> <p>To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries</p>		
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Geography



Composites and Components – Skills and Knowledge

		Out and About	
		Composite	Components
Year 4	<p>To 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, rivers), and understand how some of these aspects have changed over time (NC)</p>		<p>To know how to find different locations on a map/globe including cities, countries and continents</p> <p>To know that the term 'physical features' means geographic features that are natural e.g., island, river</p> <p>To know that the term 'human features' means geographical features that are man-made i.e. county, city</p> <p>To know that physical and human features can change the landscape and that some of these changes happen over time</p> <p>To know that a village is a small community in a rural area</p> <p>To know a town is a populated area with fixed boundaries and a local government</p> <p>To know that a city is a large or important town</p> <p>To know the countries of the UK and their capital cities</p> <p>To know that each of the UK countries has its own flag</p>
	<p>To know and 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 (NC)</p>		<p>To know there can be eight points on a compass and be able to name them; North, North East, North West, South, South East, South West, East and West</p> <p>To know that a scale on a map helps us to measure and understand real-life distances</p> <p>To know that a grid reference tells us where something is on a map</p> <p>To know that there are two parts to a grid reference: the first letter or number tells you where something is horizontally, and the second number or letter tells you where something is vertically</p> <p>To know that an Ordnance Survey map is a detailed map produced by the British or Irish government</p> <p>To know what some of the key symbols are on an Ordnance Survey Map</p> <p>To know how to use an Ordnance Survey Map to investigate more detailed geographical features</p>
	<p>To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world</p>		<p>To know how to find different locations on a map/globe including cities, countries and continents</p> <p>To know that grid reference tells us where something is on a map</p> <p>To know that there are two parts to a grid reference the first letter or number tells you where something is horizontally, and the second number or letter tells you where something is vertically</p> <p>To know what some of the key symbols are on an Ordnance Survey Map</p> <p>To know that different settlements have been established and have grown for different reasons e.g., fresh water, shelter, safety, fishing, farming, markets, factories</p> <p>(To know that history and the movement of people were not always the same in all parts of a country)</p> <p>(To know that what and where people are building constantly changes through time)</p>
	<p>To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)</p>		<p>To know there can be eight points on a compass and be able to name them</p> <p>To know that a map is always smaller than the distance it represents</p> <p>To know a scale is on a map shows how distances on the map are related to actual distances</p> <p>To know how to find local places on an Ordnance Survey map</p> <p>To know that fieldwork means studying geography outdoors</p> <p>To know that fieldwork involves collecting evidence to answer specific questions</p>



Geography



Picture Our Planet

		Composite	Components
Year 4		To 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 (NC)	
		To know some key facts about Brazil / Scotland / Fiji	<p>To know that Brazil, Scotland and Fiji are in different continents and to be able to name them</p> <p>To know that Brazil, Scotland and Fiji are in different time zones</p> <p>To know that the capital city of Brazil is Brasilia, the main language spoken is Portuguese and it's the largest country in South America and the fifth largest country in the world</p> <p>To know that Scotland is part of the United Kingdom in Europe, its capital city is Edinburgh, and its official languages are English and Gaelic</p> <p>To know that Fiji is made up of over 330 islands on the continent of Australasia (Oceania), it has three official languages including English, and its capital city is Suva</p>
		To know some of the physical features of Brazil / Scotland / Fiji	<p>To know that a mountain is an area of land that is much higher than the surrounding area</p> <p>To know that Sugar Loaf Mountain in Brazil is a famous physical feature</p> <p>To know that there are rainforests in Brazil and to be able to use a map to locate and name them</p> <p>To know that Scotland is an area of mountains, lochs (lakes) and islands</p> <p>To know that loch is an Irish and Scottish name for 'lake'</p> <p>To know that an island is land surrounded by water and an archipelago is a large group of islands</p> <p>To know that Fiji is a large group of volcanic islands</p>
		To know some of the human features of Brazil / Scotland / Fiji	<p>To know that a colony is a group of people from one country who build a settlement or expand their territory in another land or territory</p> <p>To know that Brasilia is a very modern city and it was only built about 60 years ago</p> <p>To know that Sugar Loaf Mountain is in the city of Rio de Janeiro and is famous for its landmark statue of Christ the Redeemer</p> <p>To know that Scotland is famous for its castles and palaces, including Holyrood Castle where Queen Elizabeth II's body was taken just after she died</p> <p>To know that Levuka was the capital city when Fiji was a British Colony and is now a world heritage site, because of its outstanding historical buildings</p> <p>To know that tourism is very important to Fiji and is the way that most people earn a living</p>
		To understand some of the traditions and customs of Brazil / Scotland / Fiji	<p>To know that football, carnivals and chocolate are a key part of Brazilian culture</p> <p>To know that the world's biggest carnival is held in the Brazilian city of Rio de Janeiro</p> <p>To know that Scotland has cultures and traditions that are different to the rest of the UK e.g. highland games, kilts and clans, bagpipes, food and Hogmanay</p> <p>To know that some people believe there is a monster living in Loch Ness (a lake) in Scotland</p> <p>To know that rugby is Fiji's national game and is a very important part of its culture</p>
		To understand how Brazil / Scotland / Fiji is tackling conservation issue	<p>To know that climate change is also a concern in Fiji, with the threat of fires and rising sea levels</p> <p>To know that sewage pollution is a worldwide problem and Brazil is trying to improve its sewage pollution problem in the River Tiete</p> <p>To know that there are species of wildlife in Scotland at risk of extinction and name them</p> <p>To know that the Scottish Wildlife Trust is a group that is actively looking for ways to save Scotland's wildlife</p> <p>To know that deforestation is a huge problem in Fiji</p>



Geography



Window on the World		
Composite	Components	
Year 4	<p>To describe and understand key aspects of human geography, including types of settlement and land use (NC)</p>	<p>To know that human geography refers to man-made things in different locations</p> <p>To know that a village is a small community in a rural area</p> <p>To know that a town is a populated area with fixed boundaries and a local government</p> <p>To know that a city is a large or important town</p> <p>To know that a 'settler' is a person who has moved to a new area</p> <p>To understand different settlements have been established over hundreds or thousands of years</p> <p>To know these settlements have grown for different reasons e.g., fresh water, shelter, safety, fishing, farming, markets, factories</p> <p>To know that maps show us different types of settlements and where they are located</p> <p>To know that Google Earth and Google Maps provide satellite images of areas and can show change over time</p>
	<p>To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)</p>	<p>To know that we eat food that is grown or made all over the world e.g bananas, coconuts</p> <p>To know that many of the things we use in everyday life were made in other parts of the world</p> <p>To understand trade means to exchange, buy or sell goods</p> <p>To know that most goods are moved around the world in container ships</p> <p>To know that a container ship is a huge vessel where goods are packed together in very large crates</p> <p>To know that a port is a place at the edge of an ocean, sea, river or lake where ships can load and unload their cargo and supplies for people</p> <p>To know the role a port plays in the transportation of goods around the world</p> <p>To know why factories are often built near ports i.e. to make new products out of raw materials</p> <p>To know that import means buying goods from and export means selling goods to other countries</p> <p>To know where the Suez Canal is located on a map</p> <p>To know that the Suez Canal is important for world trade because it links Asia to Europe and so ships do not have to sail around Africa</p>
	<p>To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries</p>	<p>To know that Hong Kong is a country in the continent of Asia</p> <p>To be able to locate Hong Kong on a world map</p> <p>To know that an environmental problem arises when human activity brings about changes that are harmful to the environment</p> <p>To know that the extinction of a plant or animal species occurs when there are no more individuals of that species alive anywhere in the world</p> <p>To understand that biodiversity means that a variety of different things are living together in an area</p> <p>To understand changes to biodiversity can endanger different living things</p> <p>To know that there are different living things endangered around the world which means they may soon become extinct</p> <p>To understand that action is being taken to protect wildlife, people and habitats and that this is called conservation</p> <p>To know that a zoo is a place where animals are kept (captivity) and shown to visitors</p> <p>To know that many zoos are now concentrating on captive breeding to save animals from extinction as well as a place to visit</p>



Geography



SEASONS AROUND THE WORLD - Autumn in Canada

	Composite	Components
Year 4	To 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 (NC)	<ul style="list-style-type: none"> To know how to locate North America on a world map To know how to locate Canada on a map of North America To know that Canada is the second largest country in the world To know how to use a map to identify and name the major cities in Canada To know how to use a map to identify the major physical features in Canada e.g. Rockies
	To 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) (NC)	<ul style="list-style-type: none"> To know that Canada is in the Northern Hemisphere and north of the Tropic of Cancer To know that parts of Canada are in the Arctic Circle To know that Canada is so big there are six time zones To know there is four and a half hours difference between the east and the west coast
	To 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 (NC)	<ul style="list-style-type: none"> To know that deciduous trees grow in both Canada and the UK To know that temperatures drop in both Canada and the UK in autumn To know that the changing colour of the leaves in the Canada attracts many tourists, unlike the UK
	To discuss some of the key features of the autumn season in Canada	<ul style="list-style-type: none"> To know that autumn in Canada is called 'fall' To know that autumn in Canada takes place in September, October and November
	To compare it to that of the same season in the UK	<ul style="list-style-type: none"> To know that autumn in the UK is in September, October and December



Geography



SEASONS AROUND THE WORLD – Spring in Russia

		Composite	Components
Year 4	<p>To 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 (NC)</p>	<p>To know how to locate Europe on a world map</p> <p>To know how to locate Russia on a map of Europe</p> <p>To know that Russia is the world's largest country and sit between Europe and Asia</p> <p>To know that many countries have borders with Russia</p> <p>To know how to use a map to identify and name the major cities in Russia</p> <p>To know how to use a map to identify the major physical features in Russia e.g. Lake Baikal</p>	
	<p>To 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) (NC)</p>	<p>To know that Russia is in the Northern Hemisphere and north of the Tropic of Cancer</p> <p>To know that parts of Russia are in the Arctic Circle</p> <p>To know that Russia is so big there are eleven time zones</p> <p>To know there is ten hours difference between the east and the west coast</p>	
	<p>To 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 (NC)</p>	<p>To know that spring in Russia is not too much different to spring in the UK but it does start later</p> <p>To know that Russians have holiday homes that they visit once spring has begun and use them through the summer</p>	
	<p>To know some of Russia's major cities</p>	<p>To know the locations of Moscow and St Petersburg</p> <p>To know that most Russians live close to one of the big cities</p>	
	<p>To know what spring is like in Russia</p>	<p>To know that spring usually starts around April, but it can still be snowy in May</p> <p>To know that Russians look forward to spring a lot because the winter is so cold and dark</p>	
	<p>To know what a dacha is and understand its connection with springtime</p>	<p>To know that a dacha is a Russian holiday house</p> <p>To know that many families have a dacha that all family members can visit and use through spring and summer</p> <p>To understand that visiting the dacha for the first time in spring is a happy and joyful occasion for Russian families</p>	



Geography



SEASONS AROUND THE WORLD – Winter in Brazil

		Composite	Components
Year 4		To 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 (NC)	<p>To know that some maps that show the outline of countries and others don't</p> <p>To know that there are different types of maps including climate maps</p> <p>To be able to locate some of Brazil's major cities such as Rio de Janeiro and the capital, Brasilia</p>
		To 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) (NC)	<p>To know that Brazil is in the southern hemisphere</p> <p>To know that seasons in the southern hemisphere are at different times to those in the northern hemisphere</p>
		To 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 (NC)	<p>To know that Brazil mainly has wet and dry seasons which is different to the UK</p> <p>To know that Brazil's winter is during the dry season which differs to the UK because winter in the UK can be very wet</p>
		To know that winter in Brazil runs from June to September	<p>To know that the seasons in Brazil fall in opposite months to the UK e.g. summer is in November – January</p> <p>To know that winter in Brazil is at the same time as summer in the UK</p>
		To know that seasons in the Southern Hemisphere are opposite to those in the Northern Hemisphere	To know that seasonal conditions in winter in Brazil can vary across the country
		To know that Brazil has wet and dry seasons	<p>To know that, because Brazil has a tropical climate, the year can split into wet and dry seasons</p> <p>To know that the wet season in Brazil can bring monsoons and tropical storms with lots of rain</p> <p>To know that the dry season can be a little bit cooler than the wet season</p>



Geography



SEASONS AROUND THE WORLD – Winter in Switzerland

		Composite	Components
Year 4		To 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 (NC)	To know that Switzerland is in Europe and to be able to name some of the countries that surround it To know that Switzerland can be referred to as 'land-locked' because it does not have a coastline
		To 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) (NC)	To know that Switzerland is in the northern hemisphere which is the same as the UK To know that Switzerland is further south than the UK, so the summer tends to be warmer To know that Switzerland can have very cold winters with lots of snow
		To 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 (NC)	To know that snow sports are very popular in Switzerland because they have a lot of snow fall in the winter and high mountains, unlike the UK which doesn't get as much snow
		To be able to locate some of Switzerland's mountainous areas on a map	To know that some of Switzerland is located within the Alps, a mountain range in Europe To know that some of the mountains in Switzerland are the highest in Europe
		To understand how human influence has changed Switzerland's mountain geography	To know that Switzerland has some significant human geographical features such as the Jungfrau Railway and the Glacier Express that takes tourists into the mountains To know that these have been built to help people to reach higher points of the mountains for leisure and sport To know that before tourists, the Swiss people had different ways of getting higher up the mountains for farming and agriculture To know that humans have changed the mountain landscape by building ski resorts and adapting landscapes for ski runs



Geography



Year 5	MC	TR	GWtF	YNI	Full of Beans	Been Around the World	BB	Come Fly With Me! America
		Competency	NC Essentials			NC Essentials	Competency	
	Key Knowledge Builder							
Processes & Changes	To understand the reasons for different processes and resulting changes in a range of locations				<p>Know some of the problems that using fossil fuels creates, such as pollution.</p> <p>Know that countries in the Middle East have developed into the richest countries in the world because of their oil supply</p>	<p>Know why some people move to new settlements or leave their home country for other countries</p> <p>Explain how patterns of migration in the United Kingdom have changed over time</p>		<p>Know why America was largely populated by people from other nations, primarily Europeans</p> <p>Know that Native Americans were forced to leave their homes and live in unfertile areas of North America, because of racist attitudes</p>
Human Geography	To recognise, understand and explain patterns in human geography				<p>Explain how population figures, through jobs or expats, has changed their chosen country</p> <p>Know how their chosen country has developed over the last 20 / 30 years, in its appearance through human influence</p>	<p>Know about the land reclamation involved in moving the airport from the middle of the harbour in Hong Kong</p> <p>Understand some of the reasons why old British military installations are being taken over by the jungle across Hong Kong</p>		<p>Know why key buildings and bridges were built, when and by whom</p> <p>Understand how some of the key landmarks (e.g. the statue of Liberty) are significant to American people and culture</p>
Physical Geography	To understand how the physical geography of a place influences the lives of its inhabitants				<p>Know where gas and oil come from and their most common uses</p> <p>Know that bean growth is linked to climate and give examples</p>	<p>Know that, because there is very little land available to build in Hong Kong, there are lots of high-rise buildings</p> <p>Know how weather influences the inhabitants of Hong Kong – hot and humid during the summer, with typhoons and thunderstorms</p>		<p>Know which plants and animals are native to North America</p> <p>Know how the climate of different parts of North America affects the environment and living things</p>
Geographical Vocabulary	To know and understand more technical vocabulary e.g. biome, climate zone				<p>Understand the meaning of 'fossil fuels' and give examples</p> <p>Understand what 'non-renewable' and 'renewable energy' is and give examples</p>	<p>Know and understand the terms 'import' and 'export'</p> <p>Know and understand the terms 'land reclamation' and 'trade links' and give examples</p>		<p>Know and understand the term 'climate zone' when talking about the different areas of North America</p> <p>Know which plants and animals live in which 'climate zone'</p>
Locations & Environments	To compare and contrast diverse locations and environments				<p>Know the differences between their home country's climate and the climate of their chosen country</p> <p>Know which countries have the most fossil fuels and why this is</p>	<p>Know some similarities and differences between the landscape of the UK and that of Hong Kong</p> <p>Know and explain characteristics of some of the diverse geographical features in Hong Kong e.g. dense urban areas, beaches, forests</p>		<p>Know that there is a varied climate and physical geography throughout North America</p> <p>Know that there is a variety of topography in America and make comparisons e.g. tundra, coniferous forest</p>
Similarities & Differences	To understand why different places employ different strategies for solving similar problems				<p>Know the different ways that Korea, California and the Netherlands are using solar panels to generate solar energy</p> <p>Explain why solar panels are being implemented in different ways in Korea, California and the Netherlands</p>	<p>Understand how different localities deal with animal conservation concerns</p> <p>Understand how migration affects different communities and how they deal with the assorted changes</p>		<p>Know how and why people in Florida prepare for extreme weather, such as hurricanes</p> <p>Know how and why different localities prepare for extreme weather in different ways</p>



Geography



Full of Beans

Learning about different energy sources and their origins leads pupils to further investigate global economic and trade links. They use maps and atlases as part of this process, and study a specific country's development (physical appearance through human influence) as a result of its natural resources.

Concepts

NC - To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water

To learn about different types of beans

To know how and where in the world beans are grown and how to plan an experiment to grow beans

To know about different energy sources and where they come from

To learn more about non-renewable and renewable energy and the advantages and disadvantages of each source

To learn how to save energy and understand the effect this will have on the environment (local / national / global level)

Been Around the World

Pupils will explore the links between the UK and Hong Kong by studying location, key features and physical geography.

They will also look at why people live or move to either location, and also the differences in both the UK and Hong Kong's approaches to animal conservation.

Come Fly With Me! America

Pupils' learning is focused on North and Central America, building on prior learning about the Arctic Circle and Canada, and setting the geographical and cultural contexts for learning about the American Civil War and the rise of enforced racial segregation in the Deep South. They learn about human and physical landmarks and their significance.

As well as addressing any fundamental misconceptions about continents, countries and, in this case, states, pupils also learn about the varied topography and climate zones of America and resulting impacts on the environment.

Concepts

NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

NC - Locate the world's countries, concentrating environmental regions, key physical and human

characteristics, countries, and major cities

To be able to locate North and Central America, including some of the different countries and states

To know about the weather and climate of North and Central America

To identify the famous landmarks of North America, both physical and human



Geography



Composites and Components – Skills and Knowledge

		Full of Beans	
		Composite	Components
Year 5	To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water (NC)		<p>To know that the world's most important natural resources are water, air, sunlight, coal, oil, natural gas and metals</p> <p>To know that we use natural resources for light, heating and energy</p> <p>To know how to locate where the major sources of fossil fuels (coal, natural gas and oil) are found on a world map</p> <p>To know some of the problems that using fossil fuels creates, such as pollution</p> <p>To know how to locate water sources on maps</p>
	To know how and where in the world beans are grown and how to plan an experiment to grow beans		<p>To know that, because of world climates, different types of beans are grown all around the world and be able to locate these places on a world map</p> <p>To know that different beans are grown in different climates and why</p>
	To know about different energy sources and where they come from		<p>To know the different types of energy sources - fossil fuels, wind, solar</p> <p>To know where the major energy resources in the world are found</p> <p>To understand how energy resources change their local environment</p>
	To learn more about non-renewable energy and the advantages and disadvantages of each source		<p>To know that fossil fuels won't last forever so they are non-renewable</p> <p>To know that some fuels are called renewable energy or clean /green energy because they will not run out or pollute the air or water</p> <p>To know that wind, solar and hydropower are all sustainable sources of energy</p> <p>To be able to locate renewable energy sources on local maps and UK maps</p>
	To learn how to save energy and understand the effect this will have on the environment) local/national/global level)		<p>To know that sustainable means that there will be little or no damage to the environment</p> <p>To know that we must switch electrical items off when we are not using them to save energy</p> <p>To know that everyone is responsible for saving energy to reduce the impact of climate change</p>



Geography



Been Around the World

		Composite	Components
Year 5	To 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 (NC)		<p>To know that a settler is a person who has moved to a new area, and this has been happening for thousands of years still happens now</p> <p>To know that settlements have been established and have grown for different reasons e.g. fresh water, shelter, safety, fishing, hunting, farming, work</p>
	To learn about the movement of people to new settlements and why people leave their home country for other countries		<p>To know that the term 'native country' means a country where a person is born</p> <p>To know that migration is the movement of people from one country to another</p> <p>To know that a person who moves away from a country is an emigrant from that country</p> <p>To know that a person who moves to a new country is called an immigrant to that country</p> <p>To know that, because travel is easier, more people are moving countries today to find work or a better lifestyle</p> <p>To know that, as technology develops, more people are moving countries to find work or a better lifestyle</p>
	To learn about the human and physical geography of Hong Kong and what factors influence settlement there		<p>To know that urban means belonging to a town or city</p> <p>To know how to find out about the height of land using maps or satellite images</p> <p>To know how the height of the land has influenced building in Hong Kong</p> <p>To know that a natural resource is anything found in nature that can be used by living things e.g. water, forests</p>
	To learn about the important trade links and find out more about who the UK trades with		<p>To know that import means to bring goods or buy from another country</p> <p>To know that export means to send abroad or sell to another country</p> <p>To know that trade is the buying and selling of goods and services</p> <p>To know that the UK trades with countries globally and to be able to locate these countries on a map</p>
	To debate whether more should be done to preserve habitats, rather than breed animals for conservation in zoos		<p>To know that 'conservation' means protecting nature and the environment, including protecting endangered animals from extinction</p> <p>To know that endangered means a type of plant or animal that is in danger of disappearing forever</p> <p>To know the main reasons for disappearing habitats are the actions of humans e.g. illegal hunting, deforestation, agricultural developments and pollution</p> <p>To know that many zoos are now focusing on conservation and what this means for endangered animals</p>



Geography







Come Fly with Me! America

		Come Fly with Me! America	
		Composite	Components
Year 5	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)		<p>To know that a map is a drawing of part or all of the Earth's surface, drawn to different scales</p> <p>To know that an atlas is a collection of maps</p> <p>To know that a globe is a round model (sphere) of the Earth used like a map</p> <p>To know that digital mapping is a computer-readable representation of maps using up-to-date information e.g. GPS</p>
	To locate the world's countries, concentrating environmental regions, key physical and human characteristics, countries, and major cities (NC)		<p>To know that a country is land that is controlled by a single government</p> <p>To know that a region is an area of land that has common features e.g. language, mountains</p> <p>To know that cities are bigger than towns, and towns are bigger than villages</p>
	To be able to locate North and Central America, including some of the different countries and states		<p>To be able to find a range of physical and human features on a map</p> <p>To know that North America is split into six regions: Canada, Greenland, USA, Mexico, Central America and Greenland and that there are twenty-three countries)</p> <p>To know that Canada is the largest country in North America and its capital city is Ottawa</p> <p>To know that North America is bordered on the west by the Pacific Ocean and on the east by the Atlantic Ocean</p> <p>To know that most countries are divided into smaller parts called counties, states or provinces, each with its own local government</p> <p>To know that Central America is the section of land that links North America to South America and that it is geographically in North America)</p> <p>To know that Mexico City in Mexico is the largest city in North America with a population of about nine million people</p> <p>To know that the USA is the second largest country in North America and the third largest country in the world (after Russia and Canada)</p> <p>To know that the USA is split into fifty states and that the largest of these is Alaska</p> <p>To know that the capital of the USA is Washington DC</p>
	To know about the weather and climate of North and Central America		<p>To know that settlements have been established as people have moved to find fresh water, shelter, safety, fishing, hunting, farming, work or even a better life</p> <p>To know that the climate and weather are very different in North and Central America</p> <p>To know that it gets colder the further North you travel</p> <p>To know that the weather and climate affected the types of settlements built</p> <p>To know that the weather and climate influenced how the Native Americans lived their lives i.e Nomadic, travelling for food</p> <p>To know that Native Americans were forced to leave their homes and live in unfertile areas of North America because of racist attitudes</p> <p>To know that the climate affected the different types of habitats of North and Central America</p>
	To identify the famous landmarks of North America, both physical and human		<p>To know that North America is famous for these natural landmarks: Niagara Falls, Redwood National Park, The Grand Canyon, Yellowstone</p> <p>To know that North America is famous for these man-made landmarks; The White House, the Statue of Liberty, Mount Rushmore, Golden gate Bridge, Disneyland, Chichen Itza)</p>



Geography



Year 6	A W o B I	T C	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	'I Have a Dream...'
		Competency	NC Essentials			NC Essentials	Competency	
Composite			Key Knowledge Builder					
Processes & Changes	To understand the reasons for different processes and resulting changes in a range of locations		Using maps from the past, know about changes in the locality studied e.g. road layout, disappearance of factories Understand and explain how history has shaped your locality e.g. industrialisation	Know that the landscape and human geography of countries has been changed by wars Know some of the ways in which the borders, landscape and human geography of countries has been changed by wars	Know some of the causes and effects of air and water pollution in different parts of the world Understand the link between waste and pollution in different parts of the world	Understand that tsunamis are caused by sudden movement on the sea floor, such as volcanic eruptions or earthquakes Know some of the ways in which the 2004 Boxing Day tsunami tragedy changed people's lives in Asia	Know that the River Nile flooded every year and this was then followed by drought. Know that the Aswan Dam was built to capture floodwater during rainy seasons and release the water during times of drought.	Understand why separate living areas were created, where different people from different racial groups were forced to live Know that lack of integrity in mining led to high levels of pollution and waste during the apartheid era in South Africa
Human Geography	To recognise, understand and explain patterns in human geography		Understand how changes, such as the building of new houses, have affected your locality Know how and why changes in human geography have affected your locality	Know that argument over territory is the main cause of conflict in many wars around the world Explain how the human geography of some of the areas studied might make them attractive to potential invaders	Know that factors such as transport and manufacturing can affect pollution levels within a locality Explain how human geography might make people more, or less, susceptible to high levels of pollution	Explain some of the ways in which the 2004 Boxing Day tsunami tragedy changed landscapes in Asia Understand the importance of ports and harbours in the UK, past and present, in transporting goods throughout the world	Know that fifty million Egyptian people choose to live within a few miles of the River Nile today Know and explain what makes the area around the River Nile a good settlement	Know that segregation led to inadequate housing, slums and overcrowding in the black townships of South Africa Explain how segregation, low economic growth and stark unemployment impacted on the human geography of South Africa
Physical Geography	To understand how the physical geography of a place influences the lives of its inhabitants		Know how the physical geography of your locality contributes to the life of the community e.g. tourism Know how the physical geography of your locality (e.g. hills, rivers) impacts on buildings and infrastructure	Know that the desire for land is a common cause of war between countries Explain how the physical geography of some of the areas studied might make them attractive to potential invaders	Know that factors such as landscape and climate can affect pollution levels within a locality Explain how physical geography might make people more, or less, susceptible to high levels of pollution	Know some of the ways that the landscape affects communities living in the Himalayas Know that there are different makeups of soil and what these differences mean to e.g. farmers (growing crops) or builders	Know that much of Egypt is desert, but the area around the River Nile is fertile Explain the 3 land conditions produced by the River Nile before the Aswan Dam was built	Know that, during the apartheid era in South Africa, non-white people were sent to the 'homeland' areas Know that the landscape (e.g. little rainfall, rocky ground) of the homelands adversely affected the lives of its inhabitants
Geographical Vocabulary	To know and understand more technical vocabulary e.g. biome, climate zone		Know and understand the terms 'ordnance survey maps', 'grid reference' and the 8 compass points Know and understand the terms 'industrialisation' and 'property developer'	Know and understand the words 'border(s)' and 'alliances' Know and understand the terms 'imperialism', 'conflict' and 'colonies'	Know and understand the words 'pollution', 'pollutant', 'reusable' and 'smog' Know and understand the meaning of 'biodegradable' and 'nurdles'	Know and understand the terms 'minerals', 'drought', 'tornado', and 'hurricane' Know and understand the terms 'crystal formations', 'climate zone' and 'biomes'	Understand the meaning of 'inundation' Understand what a 'dam' and 'canal' are	Know and use the term 'population' with reference to the townships of South Africa Know and use the term 'segregation' with reference to the townships of South Africa



Geography



Locations & Environments	To compare and contrast diverse locations and environments			<p>Know how your locality is similar to, and different from, other places in your country</p> <p>Know why your locality is similar to, and different from, other places in your country</p>	<p>Know some of the ways in which the focus countries compare to your locality</p> <p>Know some of the ways in which the countries studied compare to each other</p>	<p>Know some of the ways in which the human geography of air-polluted areas compares to places with clean air</p> <p>Know some of the ways in which the physical geography of air-polluted areas compares to places with clean air</p>	<p>Know what a volcanic belt is and the characteristic features of places situated in a volcanic belt</p> <p>Know some similarities and differences between mountain ranges</p>	<p>Know that Egypt has 2 seasons, compared to the 4 seasons of countries in the Northern Hemisphere</p> <p>Know some of the differences between the climate and environment in Egypt compared to your home country</p>	<p>Know that non-white people lived on the outskirts, in impoverished overcrowded settlements</p> <p>Explain how white and non-white areas of South Africa differed during the apartheid era</p>
Similarities & Differences	To understand why different places employ different strategies for solving similar problems			<p>Know that human and physical characteristics topographical features can present challenges for communities</p> <p>Know the main problems experienced in your locality and what is being done to solve them, compared to other places with the same problems</p>	<p>Know that different places use different strategies to prevent war, and understand some of the reasons for this</p> <p>Know some of the ways in which countries defend their land and borders (e.g. border control, naval defence, air strikes)</p>	<p>Know that some countries recycle and re-use all waste products, and compare how this is done</p> <p>Know some of the different ways in which countries deal with air pollution</p>	<p>Understand how different localities deal with problems of flooding and/or drought</p> <p>Understand how living in a volcano zone affects communities and how they solve associated problems</p>	<p>Know the implications of a drought in your country, compared to Egypt e.g. severe famine compared to a hose pipe ban</p> <p>Know that the purpose of the Aswan Dam was to increase the amount of hydroelectric power produced and regulate the flooding of the River Nile</p>	<p>Know how South Africa dealt with the social, economic and geographical problems caused by segregation</p> <p>Know how SA and USA dealt with the social, economic and geographical problems caused by segregation</p>



Geography



				<p>Time Team</p> <p>This is a multi-disciplinary study of the local area. The geography aspect includes a focus on geographical processes and changes, linking with a historical disciplinary focus on continuity and change and helps pupils understand how the events of history help shape a locality. They also further develop their mapping skills as part of this project.</p> <p>Concepts</p> <p>NC -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>To locate and name five key landmarks in the local area using maps and plans</p> <p>To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time.</p> <p>To know how to apply their knowledge when giving a guided tour of the local area</p>	<p>Wars of the World</p> <p>As pupils learn about war, this is an opportunity to identify one of the reasons why the landscape and human geography might change over time. They will learn about borders and territory, as well as understanding how a country's physical and human geography might make it attractive to invaders.</p>	<p>Global Warning</p> <p>This thematic unit focuses mainly on processes and changes, exploring the link between waste and pollution. Pupils study the causes and effects of air pollution in different locations and how it effects the environment. They learn how aspects of trade, such as transportation and manufacturing, can be harmful to the environment.</p> <p>Concepts</p> <p>To understand the meaning of the term 'pollution'</p> <p>To learn about water pollution and its effects</p> <p>To learn about air pollution and its effects</p> <p>To understand the link between waste and pollution</p>	<p>In Your Element</p> <p>Pupils learn about physical features, such as mountains, and how they influence the lives of nearby communities. This links with rocks, soils and minerals, building on learning from science-focused unit, Rocky the Findosaur.</p> <p>Processes such as earthquakes and volcanic eruptions are studied, and flooding, linking to learning about the River Nile, along with other extreme weathers.</p> <p>Concepts</p> <p>NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time</p> <p>NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water</p> <p>Earth</p> <p>To name and locate main UK and world mountains</p> <p>To learn about different types of rocks, soils and minerals</p> <p>To learn about earthquakes</p> <p>Fire</p> <p>To name and locate famous volcanoes, studying different types of volcanic material e.g. lava</p> <p>Water</p> <p>To learn about tsunamis and their link with earthquakes</p> <p>To name and locate main UK and world rivers and seas</p> <p>To learn about the use of water in trade links</p> <p>To learn about the distribution of water and water supplies e.g. drought, flooding</p> <p>Air</p> <p>To learn about climate zones</p> <p>To know the difference between a tornado, hurricane and cyclone</p>	<p>Pharaoh Queen</p> <p>NC - To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>"I Have a Dream..."</p> <p>As pupils learn about segregation in America and South Africa, this is an opportunity for them to understand how social and economic issues impact on human geography e.g. slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.</p>
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Geography



Composites and Components – Skills and Knowledge

		Time Team	
		Composite	Components
Year 6	<p>To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (NC)</p>		<p>To know that Ordnance Survey maps and digital maps can be used to identify local features using a key and symbols</p> <p>To know that your locality is part of a region with similarities and differences to other regions of the UK</p>
	<p>To locate and name five key landmarks in the local area using maps and plans</p>		<p>To know how and why your locality is similar and different compared to other places studied in your country and be able to give physical and human examples</p> <p>To know what a key landmark is</p> <p>To know that reading a map scale is important when planning a walk</p>
	<p>To learn about the five key landmarks, using a variety of sources and asking relevant questions discovering how they have changed over time</p>		<p>To know that we can compare landmarks on maps using symbols to identify features</p> <p>To identify five key landmarks in the local area</p> <p>To know that, by using maps from the past, we can learn about the changes in the locality being studied e.g. road layout, building changes, the disappearance of factories</p> <p>To know that the physical geography of the locality contributes to the life of the community e.g. tourism to areas of natural beauty</p> <p>To know that the physical geography of the locality (e.g. hills, rivers) impacts on building and infrastructure e.g. bridges, roads, railways</p>
	<p>To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time</p>		<p>To know that maps need a scale to demonstrate distance on a map and to explain the real-life distance</p> <p>To know that a compass needle always points to the North so we can use this to decide which direction to take.</p> <p>To know that by using symbols when drawing a map, we can provide more details for the reader to follow</p>
	<p>To know how to apply their knowledge when giving a guided tour of the local area</p>		<p>To know that events of the past have shaped how the locality looks today e.g. Industrialisation and the types of buildings, canals and railways</p>



Geography



Wars of the World

Composite

Components

Year 6

	Composite	Components



Geography



Global Warming

		Global Warming	
		Composite	Components
Year 6	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (NC)	To know that maps, atlases and digital computer mapping are all essential tools that help us understand the different physical and human features around the world To know that global refers to events that are happening all around the world	
	To understand the meaning of the word pollution	To know that pollution happens when gases, smoke and chemicals are introduced into the environment, making it harmful for humans, animals and plants To know that when we use things more than once, instead of throwing them away, it is called reusing To know that smog is a type of air pollution which is a mixture of fog and smoke	
	To learn about water pollution and its effects	To be able to name different types of water found on Earth To be able to locate the most polluted areas of water on Earth e.g. Pacific Ocean, Indian Ocean, The Yangtze River in China, The Ganges River in India To know that plastic pollution is a huge problem, killing wildlife on land and in the oceans To know some of the causes and effects of water pollution in different parts of the world To know whether water pollution has affected the local area	
	To learn about air pollution and its effects	To know some of the causes and effects of air pollution in different parts of the world To know that most air pollution comes from burning fossil fuels i.e. coal, natural gas, oil and nuclear energy To know some of the ways in which different countries deal with air pollution e.g. Seoul in South Korea has plans to create a “wind path forest” To know whether air pollution has affected the local area	
	To understand the link between waste and pollution	To know that factors such as transport and manufacturing can affect pollution within a locality To know how some human geography including housing, sewage systems and rubbish collection might make people more or less susceptible to high levels of pollution To know that pollution in different parts of the world is a major problem because of waste dumping e.g. Great Pacific Garbage Patch To know that recycling means making rubbish into something new, identifying the materials that can be recycled To know that recycling is essential to protect our planet as it helps reduce pollution To know about recycling and conservation in your local area To know that sustainability is important to save our environment from harm	



Geography



In Your Element

		In Your Element	
		Composite	Components
Year 6	To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time (NC)		<p>To know the names and be able to locate the four countries in the UK and their capital cities</p> <p>To know that each country in the UK is split into smaller regions or counties</p> <p>To know the name of the county where school is located</p> <p>To know that there are certain physical characteristics which are similar around the country e.g. mountains in Wales, Scotland and the Lake District</p>
	To describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water (NC)		<p>To know that a natural resource is anything found in nature that can be used by living things e.g. water, forests, minerals, animals, air</p> <p>To know that minerals are solid substances that can be found naturally e.g. gold, coal, oil</p> <p>To know that energy resources, food, mineral and water are not distributed equally so countries trade their resources to meet their needs</p>
	To name and locate main UK and world mountains		<p>To know that a mountain is a mass of earth or rock which is taller than 304.8m and rises up from the surrounding land</p> <p>To know some of the similarities and differences between mountain ranges</p> <p>To know that Ben Nevis is the tallest mountain in the UK at 1354 metres</p> <p>To know that Everest is the tallest mountain in the world at 8849 metres</p>
	To learn about different types of rocks, soils and minerals		<p>To know that minerals occur naturally, and make up the Earth's rocks, sands and soils e.g. salt, quartz</p> <p>To know that a rock is a natural solid object that is made up of two or more minerals</p> <p>To know that some rocks are harder than others</p> <p>To know that soil is a mixture of minerals and organic materials that covers most of the Earth's surface</p> <p>To know that soils are different and that some are better for growing than others</p>
	To describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (NC)		<p>To know that a climate zone is an area that has its own distinct weather pattern and its own type of vegetation and wildlife</p> <p>To know that a biome is an area of the earth characterised by its climate, soil, animals and plants</p> <p>To know that a vegetation belt is an area with distinct plant types which have been determined by the climate, soil and water</p> <p>To know that the water cycle is the continuous process by which water moves between the earth and the atmosphere, and how it can be used to explain rainfall</p>
	To learn about earthquakes		<p>To know that the Earth has many layers, and the top layer is called the crust</p> <p>To know that this crust is made up of between fifteen and twenty tectonic plates that are always moving</p> <p>To identify where some of these tectonic plates meet using maps</p> <p>To know that earthquakes occur when the pressure has built up after the plates rub against each other or push towards each other</p> <p>To know that some of the world's greatest mountain ranges have been formed by tectonic plates pushing together e.g. The Alps in Europe</p> <p>To know that most earthquakes occur around the edge of the Pacific Ocean</p>



Geography



<p>To name and locate famous volcanoes, studying different types of volcanic material e.g. lava</p>	<p>To know that a volcano is an opening in the Earth's crust that allows liquid, ash and hot gasses to escape from deep within the Earth To know that hot molten rocks and gas is called magma when it is inside the Earth and is called lava when it reaches the Earth's surface To know that most volcanoes are found where the plates on the Earth's crust meet and that most of these are around the Pacific Ocean along a belt called The Ring of Fire To know how to locate volcanoes on a map To know there are different types of volcanoes and to be able to explain the difference between 'active' and 'dormant' To know that volcanoes can be found on land, under the sea and under the ice caps To know that Kilauea, on the island of Hawaii, has been erupting since 1983, making it the most active volcano in the world To know that living near a volcano affects communities because the soil is fertile for growing crops, the heat from the volcano provides energy and tourism provides jobs</p>
<p>To learn about tsunamis and their link with earthquakes</p>	<p>To know that destructive natural disasters sometimes occur around the world To know that a tsunami is a very large and powerful ocean wave To know that most tsunamis occur within the Pacific Ocean's Ring of Fire To know that tsunamis are caused by large, undersea earthquakes at the edge of the tectonic plates To know some of the ways in which the 2004 Boxing Day tsunami tragedy changed landscapes in Asia</p>
<p>To learn about the use of water in trade links</p>	<p>To know that trade is when individuals, groups or countries buy or sell goods To know that a canal is a man-made waterway built to connect lakes, rivers or oceans to carry heavy goods To know that most canals in the UK were built before trains and cars to transport heavy goods To know that the Suez Canal and the Panama Canal are two very important world canals</p>
<p>To learn about the distribution of water and water supplies e.g., drought, flooding</p>	<p>To know that water covers 71% of the planet and is necessary for all life To know that when water overflows onto dry land, a flood takes place To know that sometimes floods can be dangerous and cause lots of damage to land and buildings To know that floods are more likely to occur where the land is low or near to rivers To know that wherever there is a shortage of rain over a period of time this is called drought and how droughts cause serious problems for populations To know that increased drought or flooding in recent years has been caused by climate change</p>
<p>To learn about climate zones</p>	<p>To know that a climate zone is an area that has its own distinct weather patterns and its own type of soil, vegetation, and wildlife To know that the Earth has different climate zones and that the hottest weather is in the areas around the Equator between the Tropic of Cancer and the Tropic of Capricorn To know that the coldest climates can be found using the lines of latitude called the Arctic Circle and the Antarctic Circle</p>
<p>To know the difference between a tornado, hurricane and cyclone</p>	<p>To know that there are weather extremes that occur around the world at different times To know that a tornado is a type of storm in which powerful rotating winds form a column that reaches from a cloud to the ground To know that tornados are the strongest winds on earth and that most of them occur in the USA To know the time of year most tornadoes occur To know that a hurricane is a giant tropical storm over waters near the equator To know that hurricanes are called typhoons in the Northwest Pacific and cyclones in the South Pacific and Indian Oceans To know the time of year most hurricanes and typhoons occur</p>



Geography



Pharaoh Queen

		Pharaoh Queen	
		Composite	Components
Year 6	To 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 (NC)		<p>To know that Egypt is a transcontinental country because the west of the country is in Africa and the east is in Asia</p> <p>To know that the Suez Canal in Egypt separates Africa from Asia and provides the shortest shipping route between Europe and Asia</p> <p>To know that Egypt is located north of the Equator</p> <p>To know that the Tropic of Cancer also runs through the south of the country which affects its climate</p> <p>To know that the capital city of Egypt is Cairo</p>
	To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (NC)		<p>To know that the climate of Egypt is hot and dry and that most of the country is desert</p> <p>To know that the River Nile is the longest river in the world</p> <p>To know that the River Nile flows north through Egypt into the Mediterranean Sea</p> <p>To know that the Aswan High Dam was built in the 1970s so that the floodwaters are now controlled and this has helped with agricultural production</p> <p>To know that most people in Egypt live within a few miles of the River Nile and is still important to modern Egyptian society</p>



Geography



		'I Have a Dream...'	
		Composite	Components
Year 6			

