

What do we know about our island home?



Connect



Explain



Example



Attempt



Apply



Connect

- The area around my home and school is familiar to me.
- Maps can be used to locate and identify geographical features within school grounds and the immediate local environment.
- There are words that can help me describe where places are located.
- Routes can be drawn to help us get from one place to another.
- Symbols are used to represent the weather.

- I live in Staffordshire, which is in England, the UK.
- England, Scotland, Wales and Northern Ireland are all countries in the UK.
- The English Channel, the North Atlantic Ocean, the Irish Sea and the North Sea are bodies of water that can be located on maps.
- No two places in the UK are identical but they might have similarities.
- The weather changes throughout the year with the changes of the seasons.
- Physical and human features can be identified on photographs and maps.
- Maps use symbols to represent real life features.

- Locate the UK on a World map and on digital maps (Google maps).
- Locate and name the four countries of the UK and their capital cities.
- Locate and name the seas and oceans surrounding the UK.
- Identify, name and locate some human and physical features of each country.
- Compare places around the UK.
- Act as a newspaper reporter to report on the weather conditions across the UK across the four seasons.
- Carry out a simple survey of the local park, including locating the bins on maps and ariel photos.
- Do a litter pick at the local park.

Outcome

Create a news report to describe the UK to someone who hasn't visited before.

In Year Two, I will learn what it is like to live in colder or hotter places than the UK.

I will learn about the physical and human features of colder and hotter places around the World.

Global Awareness
Looking after our local area.



Clayton - the village that I live in; **Newcastle Under Lyme** - the town that I live in; **Staffordshire** - the county that I live in

town - a built up area, bigger than a village but smaller than a city; **village** - a group of houses and building, usually in the countryside, smaller than a town; **city** - a built up area larger than a town

island - a piece of land surrounded by water; **coast** - land next to or near the sea; **countryside** - the land and scenery of the countryside

weather - the state of the atmosphere at any particular time and place

season - each of the four divisions of the year: spring, summer, autumn, winter

erosion - the gradual destruction of something

countries of the UK - England, Wales, Scotland, Northern Ireland

capital cities of the UK - London, Cardiff, Edinburgh, Belfast

UK seas - North Sea, North Atlantic Ocean, English Channel, Irish Sea

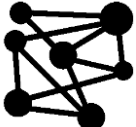
North, South, East, West

Names of continents and oceans

Year 2 Spring Term

What is it like to live in hot and cold places?

Concepts



Connect



Explain



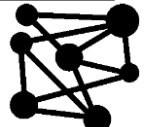
Example



Attempt



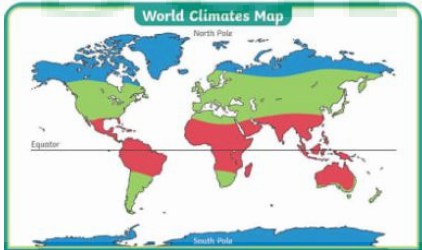
Apply



Connect

-No two places in the UK are identical but they might have similarities.
 -There are seven continents and 5 oceans around the Globe.
 -Weather changes throughout the year in the UK and across the seasons.
 -Maps use symbols to represent real life features.
 -Places and environments can change.
 -Physical features are things that would exist even if humans didn't.
 -Human features are things made or built by humans.

-The North Pole is located in the middle of the Arctic ocean. The South Pole is located on the continent of Antarctica.
 -The Northern Hemisphere is the half of the Earth located to the North of the equator and the Southern Hemisphere is the half of the Earth located to the South of the equator.
 -The Arctic circle is the boundary of the Arctic region.
 -Countries closer to the Equator tend to be hotter.
 -Thermal maps show surface temperatures.
 -Hot and cold places may have different physical and human features.
 -It can be very different living in a hot or a cold place (focusing on Cairo and Nuuk).
 -Global warming is the long term increase in the Earth's average surface temperature.



- Locate the equator and the poles.
- Use simple thermal maps to locate hot and cold countries.
- Identify human and physical features in Egypt and Greenland.
- Compare what life might be like in Egypt and Greenland.
- Watch videos to show what Egypt and Greenland are like.
- Identify what might cause global warming and list some of the effects of it, e.g. flooding and melting ice caps.

Create a poster to describe Egypt or Greenland and its features.

In Year Three, I will learn about other ways in which the natural world can impact on life.
 I will locate places across the World.
In Year Four, I will learn that environments can change due to climate change.

Vocabulary
 North Pole / Arctic
 South Pole / Antarctic
Equator - a line drawn on the Earth, separating the Northern and Southern Hemisphere
Northern Hemisphere and Southern Hemisphere
temperature - how hot or cold something is
thermal map - a map showing temperature across an area
climate - the weather conditions over a period of time
global warming / climate change - refers to the long term shift in weather patterns and temperatures
 names of some hot and cold countries and places - **Egypt (and Cairo), Brazil, Mexico, India, Greenland (and Nuuk), Russia, Norway, Iceland**
North-West, South-West, North-East, South-East
 Names of Continents - **Asia, Africa, North America, South America, Antarctica, Europe, and Australia.**
 Oceans of the World - **Atlantic, Pacific, Indian, and Arctic**

Global Awareness
 Global warming and climate change

Year 3 Spring Term

Concepts



How do earthquakes and volcanoes impact people's lives?



Connect



Explain



Example



Attempt



Apply



Connect

There are seven continents and five oceans.

Places around the World can be located on maps.

Life can be very different in one place to another.

Places can change.

People can have an impact on the environment and the environment can have an impact on people.

Global Awareness

Gender Inequality

-The Earth is structured in layers: the crust, the mantle, the outer core and the inner core.

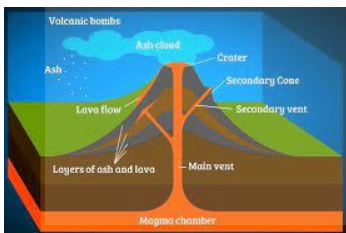
-Volcanoes and earthquakes are primarily located along tectonic plate boundaries.

-Key features of a volcano include an underground magma chamber, a main vent and a crater.

-Tectonic plates are sections of the Earth's crust that fit together like a jigsaw piece. -They have been moving for millions of years.

-Volcanoes and earthquakes have an impact on people.

-There are advantages and disadvantages to living near an earthquake.



- Label a diagram of a cross section of the Earth, showing the Earth's layers.
- Locate plate boundaries on a World map or complete a 'tectonic plate jigsaw'.
- Using World maps and digital maps (e.g. Google maps) locate the main volcanoes and earthquake zones in the World. Locate the 'Ring of Fire'.
- Label a diagram of a volcano.

Study the impact of volcanoes using case studies like Eyjafjallajökull, Iceland (2010); Mount St Helens (1980) and Mount Vesuvius (79AD)

- Explore the impact of Earthquakes and how places prepare for them.

Create a poster to persuade people to live near to a volcano.

In Year 4, I will find out how other natural disasters (river flooding) can affect people and environments.

Vocabulary

impact - a marked effect or influence

mountain - a landform that rises above its surroundings

volcano - opening in the Earth's crust through which lava, gas and ash escape (plus, active, dormant, extinct)

Pacific Ring of Fire - a path along the Pacific Ocean where there are lots of volcanoes and earthquakes.

earthquake - quaking of the surface of the Earth

lava - molten rock that has broken through the Earth's surface

molten Rock / Magma - extremely hot liquid underneath the Earth's surface

vent - an opening in the Earth's surface through which magma erupts.

eruption - when gas or lava is released from a volcano

core - the innermost part of the Earth

crust - thick outer shell of rock on planet Earth

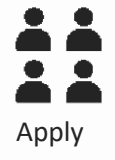
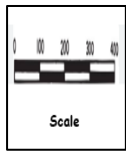
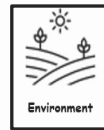
mantle - Layer of the Earth above the core and below the crust

tectonic Plates - gigantic pieces of the Earth's crust and the uppermost mantle

Year 4 Spring Term

What impact do rivers have?

Concepts



Natural phenomena and natural hazards (earthquakes and volcanoes - Y3) can impact living things and the environment.

The water cycle is the continuous natural movement of water.

There are 29 major rivers in the UK. The river source is the beginning of the river and the river mouth is the end.

A river course is the path a river takes from its source to its mouth, generally divided into three stages: upper, middle, lower.

Oxbow lakes are formed when the bend in a river is cut off from the main channel.

Rivers have a role in the water cycle. Rivers have an impact on the environments that they pass through. Places can be located using 4 figure grid references.

Renewable energy sources are vital for reducing greenhouse gases and providing alternatives to fossil fuels. There are advantages and limitations to the use of different types of renewable energy.



- Locate some of the main rivers around the World, e.g. Nile and Amazon.
- Locate rivers on maps of the UK.
- Create diagrams of rivers and their courses.
- Conduct a river study.
- Consider the impact that rivers have on people and where they choose to settle, now and in the past.
- Explore the effects of flooding on people and the environment.
- Plot rivers and river features using grid references.
- Discuss the use of fossil fuels and the need for alternative energy sources.
- Highlight the advantages and disadvantages of various types of renewable energy.

Consider what it would be like in a World with no rivers.

In Year 5, I will extend my learning about sustainability through a look at the clearing of tropical rainforests.

river - a large natural stream of water flowing in a channel to the sea, a lake, or another river.

river bed - the ground at the bottom of the river.

river bank - a stretch of land, usually rising, at the edge of the river.

meander - a river bend.

estuary - an area of freshwater that meets the ocean.

mouth - the place where the river enters a river, lake, sea or ocean.

source - the start of the river.

basin - an area of land drained by a river.

oxbow lake - a lake or area of water in a U shape

downstream - in the direction that the river is flowing,

river deposition - when the river drops its load after losing energy or velocity

confluence - the junction of two rivers.

water cycle - describes the continuous movement of water.

names of some UK rivers - Trent, Thames, Severn, Wye

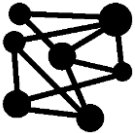
Global Awareness

Should we use renewable energy sources?

Sustainability

What do we know about life in Brazil?

Concept



Connect



Explain



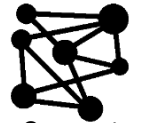
Example



Attempt



Apply



Connect

- South America is one of seven continents.
- N and S America are very diverse continents.
- There are several biomes around the World.
- A biome is a large distinct region of the Earth characterised by its specific climate, plants and animals life.
- The tropical rainforest is a biome.
- Rivers can have an impact on people and the land.
- Different places experience different climate and temperatures.
- Places can be located on maps of the South American continent.
- Places can be located using 4 and 6 figure grid references.

- Brazil is located on the continent of South America.
- There are some famous landmarks located in Brazil.
- There is a diversity of climate across Brazil, including rainfall.
- The rainforest has distinct layers which are home to specific plants and animals.
- Life in Brazil can be very diverse. The rainforest, and the City of Rio De Janeiro are hugely different in terms of physical and human geography.
- There are differences and similarities between places in Brazil and places in the UK.
- Deforestation is the purposeful clearing of forest land by humans. There are arguments for and against deforestation.

- Locate the Amazon Rainforest on a World map, and a map of South America (including digital maps, e.g. Google Earth).
- Locate the Amazon River, including its source and mouth.
- Use a range of geographical sources to find out about the Amazon Rainforest.
- Label the layers of the rainforest and identify animals that live there.
- Compare a temperate forest in the UK with a tropical rainforest in South America.
- Use sources to compare population across two or more places in Brazil, including the rainforest. Identify some factors that might affect the population of a place.
- Compare physical and human features of two or more places in Brazil, including the rainforest.
- Discuss the impact of the rainforest.
- Identify the impact of deforestation.

Tourism poster to attract people to visit Brazil.

Why is Brazil such an amazing country?

In Year 6, I will extend my knowledge of the concept of sustainability by learning about the Global Goals.

I will also about other landmarks around the Globe that attract people to visit them.

Global Awareness



Deforestation



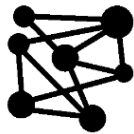
Vocabulary

rainforest - an area with many tall trees, rich biodiversity and a high amount of rainfall
biodiversity- the variety of plant and animal life
fauna - animal life **flora** - plant life (present in a particular region or time)
deforestation - the action of clearing a wide area of trees
emergent layer / canopy - topmost layer of the rainforest; **forest floor/understory** - the ground beneath the trees in a forest, consisting of soil, roots and decomposing organic matter.
population - all the inhabitants of a particular place
Rio De Janeiro - a city in Brazil
Brasilia - the capital city of Brazil
landmark - an object or feature of a town that is easily recognized or seen from a distance
indigenous tribes - people not yet exposed to or used to modern practises
inequality - lack of equality (difference in size, circumstances etc)

Year 6 Spring Term

Concepts

Is tourism beneficial to a country?



Connect



Explain



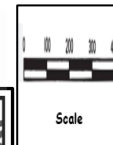
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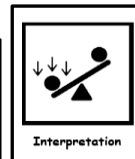
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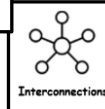
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Scale



Interpretation



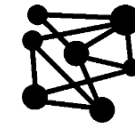
Interconnections



Diversity



Sustainability



Connect

-The World is divided into continents, and each continent contains a number of different countries. Places change over time due to physical processes, human processes, or a combination of both.

-Four-figure grid references are used to locate places accurately on maps.

-The American continent contains many important landmarks that can be researched and located.

-Topographical maps show landforms and variations in height.

-Places often share common physical and human features.

-Tourism is where people travel away from home to seek recreation, relaxation or pleasure whilst using services provided by the local area.

-There are several different types of tourism including: cultural, adventure, seasonal, relaxation.

-Tourism has both advantages and disadvantages, which can be identified using different types of data.

-Places have both physical features (such as rivers, mountains, and climate) and human features (such as buildings, roads, and settlements).

-Maps use 6-figure grid references to locate places more accurately than 4 figures.

-Tourism can affect places, and land use can change over time as a result of these impacts.

-List the things children enjoyed and did not enjoy during a visit to another place in the UK.

-Explore different types of tourism.

-Consider the factors that might affect the number of tourists to a place.

-Discuss the positive and negative impact of tourism on the environment.
- Find out about how people are trying to reduce the negative impact of tourism.

-Using a range of geographical sources, explore the positive and negative impacts of tourism in Thailand.

-Locate physical and human features of Snowdonia using 6-figure grid references.

Pitch an eco-friendly tourism location or resort. Consider eco friendly accommodation and low impact activities.

I know factors that affect tourism and how tourism affects people and the environment.

In KS3, I will learn more about economic activity, e.g. the growth of industries like tourism. I will also develop my understanding of how human and physical geography interconnects.

Vocabulary

Review and consolidate all vocabulary, including

Tourism - visiting places of interest

Impact (cultural, economic, environmental) - changes to a place resulting from physical and/or human processes

population - the people who live in a particular place.

economy - production and consumption of goods and services and the supply of money.

Introduce

Geographical data - maps, statistics, news reports, online media, population charts

Quantitative data - measurable, factual information

Qualitative data - opinion based information

Bias - feeling or showing prejudice for or against someone or something.

Over-tourism - when certain places of interest are visited by excessive numbers of tourists, causing undesirable effects for the places visited