



GEOGRAPHY LONG TERM PLANNING DOCUMENT

Curriculum Intent Statement

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and to their own lives. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Overview

	AUTUMN	SPRING	SUMMER
Year 1/2 – Cycle 1	Our Country – countries, cities and seas of the UK	Wonderful World – continents, oceans, equator and poles, weather patterns and seasons	Our School – what is in our school groups, maps, compass points and directions.
Year 1/2 – Cycle 2	Our Weather	A World Tour – tour of the continents of the world – where are they on a map or globe, what are they like – human and physical features vocab	Our Local Area – local area study of Roffey, maps, journeys, shops/roads/transport, natural areas
Year 3/4 – Cycle 1	Locality study Fieldwork		UK comparison Map and field work
Year 3/4 – Cycle 2	European area study – Greece		African biomes (savannah/deserts)
Year 5/6 – Cycle 1		North American area study – USA	
Year 5/6 – Cycle 2	Climate Rainforest biome Rivers		Extreme weather Volcanoes and earthquakes Climate Change

Geography Skills Ladder

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Geographical skills and fieldwork	They make observations of animals and plants and explain why some things occur, and talk about changes.	<ul style="list-style-type: none"> • Ask simple geographical questions e.g. What is it like to live in this place? • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Make simple maps and plans e.g. pictorial place in a story. • 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 e.g. near and far; left and right, to describe the location of features and routes on a map • 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 	<ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why • communicate findings in ways appropriate to the task or for the audience • Understand and use a widening range of geographical terms e.g. specific topic vocabulary • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, • Make more detailed fieldwork sketches/ diagrams • Use fieldwork instruments e.g. camera, rain gauge • Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • Use 4 and 6 figure grid references to explore features of OS maps • Use the 8 points of a compass • Make plans and maps using symbols and keys • Measure straight line distances using the appropriate scale explore features on OS maps using 6 figure grid references • Draw accurate maps with more complex keys • Plan the steps and strategies for an enquiry 	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • Use maps, charts etc. to support decision making about the location of places e.g. new bypass

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Locational knowledge		<ul style="list-style-type: none"> • Understand how some places are linked to other places e.g. roads, trains • 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 • Name, locate and identify characteristics of the seas surrounding the United Kingdom 	<ul style="list-style-type: none"> • Identify where countries are within the UK and the key topographical features • Name and locate the cities of the UK • Recognise the different shapes of the continents • Demonstrate knowledge of features about places around him/her and beyond the UK • Identify where countries are within Europe • Recognise that people have differing qualities of life living in different locations and environments • Know how the locality is set within a wider geographical context 	<ul style="list-style-type: none"> • Identify the physical characteristics and key topographical features of countries • Know about the wider context of places e.g. county, region, country • Know and describe where a variety of places are in relation to physical and human features • Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent • Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical geography	Children know about similarities and differences in relation to places, objects, materials and living things	<ul style="list-style-type: none"> • Describe seasonal weather changes • 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 human and physical features 	<ul style="list-style-type: none"> • Identify physical and human features of the locality • Explain about weather conditions/patterns around the UK and parts of the Europe describe human features of the UK regions, cities and/or counties • Understand the effect of landscape features on the development of a locality • Describe how people have been affected by changes in the environment • Explain about natural resources e.g. water in the locality • Explore weather patterns around parts of the world 	<ul style="list-style-type: none"> • Know about the physical features of coasts and begin to understand erosion and deposition • Understand how humans affect the environment over time • Know about changes to the world environments over time • Understand why people seek to manage and sustain their environment <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • 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
Place knowledge	They talk about the features of their own immediate environment and how environments might vary from one another.	<ul style="list-style-type: none"> • Name, describe and compare familiar places • Link their homes with other places in their local community • Know about some present changes that are happening in the local environment e.g. at school • Suggest ideas for improving the school environment • 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 	<ul style="list-style-type: none"> • Understand why there are similarities and differences between places • Develop an awareness of how places relate to each other • Know about the wider context of places – region, country • Understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences • Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

**GEOGRAPHY YEAR 1 and 2 - Cycle 1
Autumn (1/2 term) – Our Country**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom use world maps, atlases and globes to identify the United Kingdom and its countries, 	<ul style="list-style-type: none"> Children will be able to find the United Kingdom on a range of maps and globes. Children will be able to name the four countries of the UK and name their capital cities. Children will be able to find the four countries and capitals of the UK on a map. Children will be able to name the seas around the UK and be able to talk about what they are like using geographic vocabulary. 	Community Makers Team Builders
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
Map work Learn and use appropriate vocabulary to describe areas and environments.		England, Scotland, Wales, Northern Ireland, capital city, sea, ocean, United Kingdom
		<p align="center">Links to other Curriculum Areas</p> Children will be learning about the London during their history work on The Great Fire of London
Prior Learning	Key Questions	Future Learning
Children in Year 2 will have learnt about the continents and where they are in the world. Year 2 children will have learnt about their local area.	Where in the world is our country? What countries are in the United Kingdom and what are they like? What are the seas around the UK like?	Children will go on to learn about other countries and continents in the world.

**GEOGRAPHY YEAR 1 and 2 - Cycle 1
Spring (1/2 term) – Our World Other Worlds**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • Name and locate the world's seven continents and five oceans • Describe seasonal weather changes • 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 	<ul style="list-style-type: none"> • To know the names and locations of the 7 continents of the world and be able to find them on a map. • To know the names and locations of the 5 oceans of the world and be able to find them on a map. • To know where the equator is and what the weather there is like • To know where the north and south poles are and what the weather there is like. • What the weather is like in the UK and how it changes according to the season 	
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>To use atlases and globes to locate continents and oceans.</p>		<p>Continent, ocean, sea, Europe, North America, South America, Asia, Antarctica, Australasia, poles, equator, weather, seasons</p>
		<p align="center">Links to other Curriculum Areas</p>
		<p>Children will be learning about explorers who travelled to around the world and to the poles.</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>Children will have learnt about the countries of the UK and where the UK is in the world. Year 2 children will have looked at how the continents of the world are different to each other and to the UK.</p>	<p>What are continents and where are they? What is the equator, north pole and south pole and what is the weather like there? What is the weather like in the UK and when does the weather change? What are seas and oceans and what are the names of some of the biggest ones?</p>	<p>Children in Year 1 will learn about what the continents are like in Year 2. In KS2 children will make more in depth studies into countries in Africa, Europe and North America.</p>

**GEOGRAPHY YEAR 1 and 2 - Cycle 1
Summer (1/2 term) – Our School**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Know about some present changes that are happening in the local environment e.g. at school • Suggest ideas for improving the school environment • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Make simple maps and plans e.g. pictorial place in a story. • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • 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 	<ul style="list-style-type: none"> • Children will know the four points of the compass. • Children will use positional and directional language to give directions. • Children will understand maps are like aerial photographs and look down on an area from above. • Children will be able to use human and physical geographical knowledge to describe their school and its grounds. • Children will suggest ideas as to how to improve the school environment. 	<p>Community Makers</p>
Skills		Key Vocabulary
<p>Know and use compass points Use symbols and keys to draw and interpret maps Use positional and directional language Draw maps of a known area.</p>		<p>Map, aerial photograph, plan, compass, north, south, east, west.</p>
Prior Learning	Key Questions	Future Learning
<p>Year 2 children will have learnt about their local areas.</p>	<p>What is my school like? How can I record what I can see around my school for others to understand?</p>	<p>Year 1 children will go on to look at the local area outside of the school grounds. In KS2 children will do a more in depth study of the local area.</p>

GEOGRAPHY YEAR 1 and 2 - Cycle 2
Autumn (1/2 term) – Our Weather

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> What the weather is like in the UK and how it changes according to the season 	<ul style="list-style-type: none"> During the term the children will record what the weather is like each day and be able to talk about how it is changing as they move from late summer to autumn to early winter. Children will learn about the seasons of the year and what the weather typically looks like in the UK at these times of the year. 	
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>Children will use fieldwork recording skills to learn about the weather in the UK</p>		<p>Weather, spring, summer, autumn, winter, seasons, rain, sun, thunder, ice, fog,</p>
		<p align="center">Links to other Curriculum Areas</p>
	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>Prior Learning</p> <p>Year 2 children will have looked at weather around the world in Year 1.</p>	<p>What does our world look like? What are continents and oceans and why do we find them? How are the continents of the world similar and different and what geographical features have?</p>	<p>Children in Year 1 will learn more about weather around the world in Year 2. In KS2 children will study extreme weather patterns and climate change</p>

GEOGRAPHY YEAR 1 and 2 - Cycle 2
Spring (term) – Sunny's Spring Adventures

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to key human and physical features 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 use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> Children will know the names and locations of the 7 continents of the world. Children will know that continents are land masses and most of them are made up of many different countries. Children will be able to name some countries that are located in each continent studied. Children will look at the human and physical features of key parts of each continent and compare them to the UK. 	
Skills		Key Vocabulary
<p>Children will be able to use maps and atlas to locate and name different continents and oceans around the world.</p> <p>Children will use geographical language to describe key human and physical features of different continents and countries.</p>		<p>Continent, country, United Kingdom, mountain, river, coasts, equator, north pole, south pole, weather,</p>
Prior Learning	Key Questions	Future Learning
<p>Year 2 children will have looked at continents and oceans in Year 1.</p>	<p>What does our world look like? What are continents and oceans and why do we find them? How are the continents of the world similar and different and what geographical features have?</p>	<p>Children in Year 1 will learn more about continents in Year 2. In KS2 children will study countries in Europe, North America and Africa in more depth</p>

**GEOGRAPHY YEAR 1 and 2 - Cycle 2
Summer (1/2 term) – Our Local Area**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Make simple maps and plans e.g. pictorial place in a story. • 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 • Understand how some places are linked to other places e.g. roads, trains • Name, describe and compare familiar places • Link their homes with other places in their local community 	<ul style="list-style-type: none"> • Children will know where their school sits within the local community. • Children will be able to name and describe places around the school including – roads, parks, shops, churches • Children will understand how their local area is linked to the wider world by trains, roads and buses. • Children will be able to draw and follow simple maps to link their homes to other places in the local area. • Children will be able to describe the geographical features of the local area. 	<p>Community makers Team builders</p>
Skills		Key Vocabulary
<p>Children will be able to draw and interpret simple maps. Children will be able to carry out simple fieldwork studies to find out more about where they live. Children will be able to use geographical language to describe things around their school</p>		<p>Journey, transport, roads, traffic, park, woods, travel,</p> <p style="text-align: center;">Links to other Curriculum Areas</p>
Prior Learning	Key Questions	Future Learning
<p>Year 2 children will have learnt about the area around school</p>	<p>What is the area around my school like?</p>	<p>In KS2 children will study the local area in more detail.</p>

**GEOGRAPHY YEAR 3 and 4 - Cycle 1
Autumn (1/2 term) – Locality Study (Horsham)**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Map reading - Pupils will read maps in 4 to 6 digit co-ordinates. • They will identify places with OS symbols, particularly focusing on coniferous and non-coniferous woods. • Be able to use a simple database to present findings from field work. • Draw an annotated sketch including labels and direction. Pupils will create a data base of the woodlands in the local area, what type of woodlands they are and whether they include any other features, e.g. streams. They will be able to draw different annotated sketched maps (including a sensory map) of part of their journey of their field study to the local, Leechpool Woods. • During their field work, they will have different features to find in the woods. 	<ul style="list-style-type: none"> • Children will know and use the key vocabulary from this unit to describe their local area. • Children will know the difference between coniferous and non-coniferous woods. • Children will use 4 & 6 point grid references to explore maps of the local area. • Children will be able to create maps of part of the local area. • Children will be able to use OS maps to plan journeys within the local area. • Children will understand human impact on the local area. • Children will know the name of the River Arun and follow it from source to sea. 	<p>Community makers</p>
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>To be able to read map co-ordinates (4 & 6 digit) To be able to use OS symbols to interpret maps Create and read databases Create simple maps</p>		<p>Database, coniferous, woodlands, features, streams, journey, symbol, forest, grasslands, deciduous, ordance survey, nature, reserve, contours, mark, reeds, salting, footpath, bracken, heath, rough, grid reference</p>
		<p align="center">Links to other Curriculum Areas</p>
		<p>Children will be studying the history of the local area.</p>
<p align="center">Prior Learning</p> <p>Children will have done a locality study on Roffey and their school in KS1. They will know compass directions.</p>	<p align="center">Key Questions</p> <p>What is my local area like? How can I represent my local area on a map?</p>	<p align="center">Future Learning</p> <p>Children will compare and contrast their local area with other areas in the UK and around the world.</p>

GEOGRAPHY YEAR 3 and 4 - Cycle 1
Summer (term) – UK seaside town comparison

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Describe how people have been affected by changes in the environment and how they affect the environment around them Identify where countries are within the UK and the key topographical features Name and locate the cities of the UK Know the key features of seaside resorts in the UK and how they compare to our local area. Understand why there are similarities and differences between places Identify the significance of longitude, latitude, hemispheres equator. 	<ul style="list-style-type: none"> Children will understand how changes in the environment are affecting our coasts and the people who live there Children will be able to name the countries of the UK and their key topographical features Children will be able to name and locate different cities within the UK Children will know what key areas of the UK coastline are like and how they are similar and different to each other. Children will know what a UK seaside resort is like and be able to use geographical language to describe its features. Children will use fieldwork skills to compare and contrast the seaside town of Littlehampton to their own local area Children will be able to use longitude, latitude, hemispheres and equator when looking and describing places on an atlas. 	
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>Fieldwork and observation skills Map and atlas work to identify cities, coastlines, countries and oceans Geographical language to describe and compare locations</p>		<p>Environment, impact, topographical, city, seaside, coast, longitude, latitude, hemispheres, equator</p>
		<p align="center">Links to other Curriculum Areas</p> <p>Children will be looking at the wider impacts of environmental change through their English work.</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>Children will have studied oceans, continents and the four countries of the UK in KS1 Children will have studied the local area in KS1 and nearby woodlands in the Autumn term.</p>	<p>What are some of the key cities of the UK What are the coasts around Britain like? How is Littlehampton similar or different to our local area?</p>	<p>Children will study and compare small areas of other European and North American countries.</p>

GEOGRAPHY YEAR 1 and 2 - Cycle 2
Autumn (1/2 term) – Greece (European study)

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Explain about weather conditions/patterns around the UK and parts of the Europe describe human features of the UK regions, cities and/or counties • Identify physical and human features of the locality 	<ul style="list-style-type: none"> • Children will use maps and atlases to locate Greece on a map of the world. • Children will know that Greece is part of Europe and which countries border it. • Children will be able to describe the geographical features of Greece, what its climate is like and some of its key features and cities. • Children will know where Athens is in Greece and that it is the capital city. • Children will be able to describe what Athens is like using geographic language. • Children will be able to say how Athens and Horsham are different. • Children will be able to plot a simple route from Horsham to Athens. 	
<p align="center">Skills</p>		<p align="center">Key Vocabulary</p>
<p>Use of maps, atlases and Google Earth Use of geographic language to describe human and physical features of an area Compare and contrast their local area with an area of a European country.</p>		<p>Greece, Athens, capital city, Europe, mountain, river, islands, climate</p>
		<p align="center">Links to other Curriculum Areas</p> <p>Children will be learning about Ancient Greece within their history topic. Children will look at Greek culture and art.</p>
<p align="center">Prior Learning</p>	<p align="center">Key Questions</p>	<p align="center">Future Learning</p>
<p>Children will have used maps and atlases before. Children will have studied the local area and another contrasting area within the UK.</p>	<p>Where is Greece and what would it be like to visit? How is Athens different to Horsham?</p>	<p>Children will study an area of North America.</p>

**GEOGRAPHY YEAR 3 and 4 - Cycle 2
Summer (1/2 term) – African Biomes**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why • communicate findings in ways appropriate to the task or for the audience • Understand and use a widening range of geographical terms e.g. specific topic vocabulary • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, • Make more detailed fieldwork sketches/ diagrams • Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features • Use the 8 points of a compass 	<ul style="list-style-type: none"> • Children will know that Africa is continent and will be able to compare its size to other parts of the globe. • Children will know what the equator is, what hemispheres are, what lines of longitude and latitude are and the name of some of the key ones. • Children will know how it's position on the Earth affect it's climate • Children will know some of the countries which are on the Greenwich meridian • Children will know some of the biomes that can be found on the continent of Africa, what countries they may be found in. • Children will know what Fairtrade is and how it supports trade in some areas of Africa • Children will know that many food products available in the UK are grown and produced in Africa and what impact this has on the environment. They will be able to discuss if they agree or disagree with this trade. 	
Skills		Key Vocabulary
Map reading skills Compass points Compare and analyse data and understand that people have different views Use a range of sources to create an opinion.		Biome, savannah, grasslands, deserts, equator, longitude, latitude, hemisphere, country, continent, rainforests, Greenwich meridian
Prior Learning	Key Questions	Links to other Curriculum Areas
Children will have undertaken studies of areas of the UK and Europe.	How many different biomes are there on the African continent and what are they like?	Children will study the Kingdom of Benin in history. Children will look at art inspired by different African artists.
Future Learning		Future Learning
		Children will look at rainforests in greater depth in Year 5/6

**GEOGRAPHY YEAR 5 and 6 - Cycle 1
Spring term) – North American Road Trip**

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. Identify the physical characteristics and key topographical features of countries Know about the wider context of places e.g. county, region, country Know and describe where a variety of places are in relation to physical and human features 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 Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America 	<ul style="list-style-type: none"> Children will be able to describe areas of the USA using key human and physical characteristics. Children know about key aspects of human geography by studying areas of North America. Children will be able to describe where the main settlements in the USA are and what may explain the distribution. Children will know why some parts of the USA focus on farming and how climate and environmental changes are bringing challenges to these farmers. To be able to describe the development of New York City and what physical and environmental factors have influenced it's development. How the areas of the USA studied are similar or different to each other and to our own local area. 	
Skills		Key Vocabulary
<p>Compare and contrast areas of the world Use geographical language to describe an area Describe areas in relation to physical and human features</p>		<p>USA, environment, activity, commerce, economy, distribution, sustainability, rural, urban.</p>
		Links to other Curriculum Areas
		<p>Children will learn more about North America through texts used in English and through their art work.</p>
Prior Learning	Key Questions	Future Learning
<p>Children will have completed area studies of parts of the UK, Greece and Africa.</p>	<p>What is North America like? How is the area of North America studied different or similar to our local area?</p>	<p>Children will go onto do further geographical fieldwork studies in KS3.</p>

GEOGRAPHY YEAR 5 and 6 - Cycle 2
Autumn (term) – Rainforests

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify the physical characteristics and key topographical features of countries Know about the wider context of places e.g. county, region, country Know and describe where a variety of places are in relation to physical and human features Know about changes to the world environments over time Understand why people seek to manage and sustain their environment 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 	<ul style="list-style-type: none"> Children will know the key geographical features of rainforests and where they are located in world. Children will know who lives in the Amazon rainforest and how they use the environment around them. How the rainforest is used and what effect this is having on the rainforest biome and on the wider world Children will be able to describe the adaptations that plants and animals have made to survive within a rainforest biome. Children will understand what the water cycle is and how this is seen with the rainforest Children will know the key features of a river and will be able to identify these along the Amazon River Children will know how the Amazon river impacts the environment and people who live in the Amazon Rainforest. 	
Skills		Key Vocabulary
Use of maps, atlases and digital mapping to study an area		Rainforest, biome, canopy, environment, impact, sustainability, economy, trade, natural resources
Use a range of sources to understand the geography of an area and the impact humans have on it.		Links to other Curriculum Areas
		English texts and art work will support understanding of rainforests.
Prior Learning	Key Questions	Future Learning
Children will have studied other biomes in Year 3/4	What is unique about rainforests? What impact do rainforests have on the world climate? What are the pressures on rainforests and what steps can be taken to address these?	Children will study Extreme Earth features later in the year.

GEOGRAPHY YEAR 5 and 6 - Cycle 2
Summer (term) – Extreme Earth

National Curriculum Objectives	Knowledge	Links to Core Values
<ul style="list-style-type: none"> Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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) 	<ul style="list-style-type: none"> Children will know the position and significance of latitude, longitude, Equator, hemispheres and tropics. Children will be able to describe and understand key features of temperate, cold, tropical and warm climate zones Children will be able to describe some of the extreme weather conditions seen around the world. Children will know about earthquakes and what causes them. Children will know about volcanoes, how they are formed and what causes them to erupt. Children will know how volcanoes affect people's lives Children will know what tornados are. Children will know what tsunamis are, how they are caused and the effect that they have. Children will look at climate change and the impact of extreme temperatures in parts of the world. 	
Skills		Key Vocabulary
<p>Children will use co-ordinates and compass points to describe positions and locations on a map or atlas.</p> <p>Children will use geographical language to describe areas and climate events.</p>		<p>Tsunami, tornado, volcano, earthquake, latitude, longitude, equator, hemisphere, tropics, temperate, cold, warm tropical, climate, extreme.</p>
Prior Learning	Key Questions	Future Learning
<p>Children will have studied small areas of the world and looked at climate and the local environment. Children will have looked at climate and climate change in various parts of the world</p>	<p>What are volcanoes, earthquakes, tsunamis and tornados? How do humans deal with extreme temperatures and climates?</p>	<p>Children will study the environment and extreme earth factors in more depth in KS3.</p>