



Barrowby CE Primary School

Geography Curriculum

Vision:

At Barrowby Church of England Primary School we aim to ensure children have an understanding of the wider world around them and the interrelationships between people and place at personal, local, regional, national and global scales.

Intent:

Our Geography Curriculum aims to develop curious, knowledgeable young Geographers who understand the world we live in and have a sense of responsibility about the environment, both in the present and in the future.

Geography is a discipline that sets itself apart from others, and arguably, geography lies at the heart of all major challenges and opportunities that the human race faces today. We want all children to understand the interactions of humans and their environments through asking and answering questions, making observations and reflecting on the diverse people and places of the world at personal, local, regional, national and global scales. Children will also deepen their understanding of the earth's key physical and human processes.

Implementation:

The Geography National Curriculum is primarily taught through an enquiry-based approach using the Collins Connected Geography resource, for Year 1 upwards, that is carefully sequenced to be progressive across the school. This rigorous curriculum enables children to develop important subject knowledge, alongside key subject skills and as a result, develop as geographers.

Foundations are laid for geographical understanding in Early Years, where children have early geography embedded through our Knowledge and Understanding of the World curriculum, which is designed to promote exposure to locational, place, environmental knowledge as well as early geographical skills and fieldwork. For example, by working to expose children to directional and locational information and providing experiences that enable them to grasp their sense of place. We recognise the importance for children to secure the early geographical concepts and language by the end of the Reception Year.

From this, pupils are then ready to progress in to the Connected Geography enquiries and build upon the knowledge and subject vocabulary that has already been acquired at EYFS.

Each unit asks the 'big questions' about topics, places, themes and issues. At Key Stage 1, these are mostly 'who', 'what', 'when', and 'where' but at Key stage 2 this broadens to 'why' and 'how' questions as pupils develop as geographers.

Locational and place knowledge, human and physical geography and skills and fieldwork are all embedded in each of the units.

The Geography Curriculum should be accessible for all, regardless of SEND or any disability. As closely as possible, we will ensure pupils will be able to access the knowledge, skills and concepts laid out in the Curriculum Document, appropriately adjusting the method of delivery to suit the needs of different groups of pupils, where required.

Impact:

The impact of this curriculum will be excellent progress in pupils geographical knowledge and pupils will develop their geographical skills through practical experiences. The design of the curriculum will enable children to know more and remember more as key topics and themes will be revisited throughout KS1, LKS2 and UKS2.

Assessment:

Assessment will take place at the end of each unit. Teachers will make a formative judgement based upon pupils work in the current unit, and the judgement will be based upon Locational and Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. These areas will take priority for assessment on a rolling cycle across the year as indicated in this curriculum document to ensure children are assessed in all areas.

At the end of the year, these judgements will inform teacher's summative assessment in the subject.

Understanding the World – EYFS Curriculum for Reception (Cycle A)

	Autumn Term	Spring Term	Summer Term
Unit	What is the Geography of where I live?	How does the weather affect our lives?	Why don't penguins need to fly?
Topic	Ourselves	Extinct and Endangered	Homes and Habitats
	<p>By the end of this unit: Children will describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside. Children can discuss how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.</p>	<p>By the end of this unit: Children will draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read. Children will discuss likes/dislikes about their environment, making observations and drawing pictures. Children will know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.</p>	<p>By the end of this unit: Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will also explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will also understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Vocabulary	<p>To include: Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane; House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map;</p>	<p>To include: Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane; House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map; Globe</p>	<p>To include: Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane; House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map; Globe; Right; Left; Near to; Behind; Next to; North, East; South; West; Compass;</p>

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of local area. • Video recording of walk. • Simple line drawings of area/features. • Prepare children in advance for any fieldwork; what they will see , understanding of new terminology etc. • 'Story maps' of a journey or route. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of weather. • Tactile maps/models/resources to support understanding of weather/seasonal features etc. • Display simple line drawings of areas/features to aid discussion. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of areas studied to help make comparisons. • Simple line drawings of area/features. • 'Story maps' of a journey or route. • Digital photographs of weather/seasons. • Tactile maps/models/resources to support understanding of weather/seasonal features etc.
People Culture Comm.	Children will describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside.	Children will describe their environment, using knowledge from discussion and stories.	Children will describe their own immediate environment, using knowledge from non - fiction texts and maps. They will describe how environments vary from one to another.
People Culture Comm.	Children will understand that a picture of our environment can be captured on a map and they will be able to draw information from simple maps.	Children will draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read.	Children can make maps and plans to represent places, using positional language.
People Culture Comm.	Children will understand that some environments are different from the one in which they live, e.g. contrast seaside with countryside, city with country.	Children will explore similarities for people living in different countries, drawing on knowledge of what has been read to them.	Children will discuss similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non - fiction texts and maps.
The Natural World	Children can explore the natural world around them and will make simple observations about what they see, hear and feel.	Children will discuss likes/dislikes about their environment, making observations and drawing pictures.	Children can talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
The Natural World	Children can discuss how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.	Children can discuss how the seasons change and observe and record this (trees, flowers, weather).	Children can discuss how the seasons change and the similarities and differences between the four seasons.
The Natural World	Children will know that living things need to be looked after and treated with care.	Children will know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.	Children know what plants and animals need to grow and survive.

Understanding the World - EYFS Curriculum for Reception (Cycle B)

	Autumn Term	Spring Term	Summer Term
Unit	Why do we love to be beside the seaside so much?	Why does it matter where our food comes from?	How does Kampong Aire (Brunei) compare with where I live?
Topic	Commotion in the Ocean	Waggon's Roll	Open Your Eyes
	<p>By the end of this unit:</p> <p>Children will describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside. Children can discuss how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.</p>	<p>By the end of this unit:</p> <p>Children will draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read.</p> <p>Children will discuss likes/dislikes about their environment, making observations and drawing pictures.</p> <p>Children will know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.</p>	<p>By the end of this unit:</p> <p>Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will also explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will also understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Vocabulary	<p>To include:</p> <p>Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane;</p> <p>House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map;</p>	<p>To include:</p> <p>Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane;</p> <p>House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map; Globe</p>	<p>To include:</p> <p>Season; Spring; Summer; Autumn; Winter; Village; Town; City, Countryside; Field; River; Sea; Beach; Wood; Hill; Trees; Plants; Flowers Road; Street; Lane;</p> <p>House; Flat; Building; Shop; Church; Park; Weather; Wind; Rain; Sun; Snow; Fog; Local; Place; Quiet: Busy; Calm Noisy; Map; Globe;</p> <p>Right; Left; Near to; Behind; Next to; North, East; South; West; Compass;</p>

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of local area. • Video recording of walk. • Simple line drawings of area/features. • Prepare children in advance for any fieldwork; what they will see , understanding of new terminology etc. • ‘Story maps’ of a journey or route. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of weather. • Tactile maps/models/resources to support understanding of weather/seasonal features etc. • Display simple line drawings of areas/features to aid discussion. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of areas studied to help make comparisons. • Simple line drawings of area/features. • ‘Story maps’ of a journey or route. • Digital photographs of weather/seasons. • Tactile maps/models/resources to support understanding of weather/seasonal features etc.
People Culture Comm.	Children will describe the environment around them, using their senses to consider what they can see, feel and hear when they are outside.	Children will describe their environment, using knowledge from discussion and stories.	Children will describe their own immediate environment, using knowledge from non - fiction texts and maps. They will describe how environments vary from one another.
People Culture Comm.	Children will understand that a picture of our environment can be captured on a map and they will be able to draw information from simple maps.	Children will draw a simple map, showing their understanding and knowledge through their observations, discussions and the texts that they have read.	Children can make maps and plans to represent places, using positional language.
People Culture Comm.	Children will understand that some environments are different from the one in which they live, e.g. contrast seaside with countryside, city with country.	Children will explore similarities for people living in different countries, drawing on knowledge of what has been read to them.	Children will discuss similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non - fiction texts and maps.
The Natural World	Children can explore the natural world around them and will make simple observations about what they see, hear and feel.	Children will discuss likes/dislikes about their environment, making observations and drawing pictures.	Children can talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
The Natural World	Children can discuss how the seasons change and observe natural features such as trees or plants change with the seasons and a simplistic version of why this happens i.e. it gets colder in the winter and some of the trees lose their leaves.	Children can discuss how the seasons change and observe and record this (trees, flowers, weather).	Children can discuss how the seasons change and the similarities and differences between the four seasons.
The Natural World	Children will know that living things need to be looked after and treated with care.	Children will know that living things need different things to survive, depending on their environment, e.g. Cacti in the desert.	Children know what plants and animals need to grow and survive.

Geography Curriculum for Year 1 (A)

	Autumn Term	Spring Term	Summer Term
Unit	What is the Geography of where I live? Assessment Focus for the unit: Geographical Skills and Fieldwork	How does the weather affect our lives? Assessment Focus for the unit: Human and Physical Geography	Why don't penguins need to fly? Assessment Focus for the unit: Locational and Place Knowledge
Topic	Ourselves	Extinct and Endangered	Homes and Habitats
	By the end of this unit: Children will be able to identify physical and human geographical features at a range of scales, including in the local area. They will identify where they live in the UK in relation to the four nations, largest cities and European continent. This unit will also give them experience of GIS (Geographical Information Systems) data and an understanding of the key concepts of location, distribution and change. Most importantly, this unit helps children understand what Geographers do.	By the end of this unit: Children will understand the concept of the weather and will begin to form a solid understanding of climate that is built on in future years in the subject. They will explore how weather can affect the them as individual and other people in other locations of the world. Children will make observations and measure the weather and study in detail the weather of the Sahara Desert and Antarctica.	By the end of this unit: Children will have an introduction to biomes and natural regions which will be developed in later years. They will understand location in relation to the Equator and the poles; particularly how these determine weather and climate. They will understand how living things have to adapt to survive in particular locations and describe similarities and differences between places in the world, specifically the Sahara Desert, Antarctica and a South American country.
Vocabulary	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole;	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Plant; River; Waterfall; Gorge; Country; Jungle.

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Simplified maps with less labels/detail. • First letter given and labels provided on correct spaces for mapping activity. • Digital photographs of local area. • Video recording of village walk to refer back to. • Key vocabulary with images. • Prepare children in advance for any fieldwork with pre-teaching of new terminology etc. • Use Digimaps to pre-prepare map with some given geographical features in photographs. 	<ul style="list-style-type: none"> • Digital photographs of weather. • Tactile maps/models/resources to support understanding of weather/seasonal features etc. • Display simple line drawings of areas/features to aid discussion. • Key vocabulary with images. 	<ul style="list-style-type: none"> • Simplified maps with less labels/detail. • First letter given and labels provided on correct spaces for mapping activity. • Key vocabulary with images. • Digital photographs of areas to be studied.
Step			
1	<p><i>What is geography all about?</i></p> <p>Identify and describe physical and human geographical features of a range of environments. Know Geography is the study of people and places.</p>	<p><i>What is the weather?</i></p> <p>Identify and describe the basic atmospheric elements of the weather. Observe measure and record the elements of daily weather by using a variety of simple instruments. Present describe and offer reasons for some of the ways in which the weather has changed over the period of measurement.</p>	<p><i>Where is Pip's home and what do we find there?</i></p> <p>Name the seven oceans and five continents of the world; to identify Antarctica. Identify, recognise and describe key geographical features of Antarctica.</p>
2	<p><i>Whereabouts in the United Kingdom do I live?</i></p> <p>Locate where in the UK we live and its place in the world; in relation to the four countries, their major cities and the continent of Europe.</p>	<p><i>How do great artists paint the weather?</i></p> <p>Identify, describe and begin to explain ways in which great artists depict elements of weather and the techniques they use to convey noise, smell and emotions.</p>	<p><i>How are penguins able to survive in Antarctica?</i></p> <p>Identify some of the ways in which penguins have adapted to live in the Antarctic environment.</p>
3	<p><i>What does Google Earth tell me about the geography of the local area?</i></p> <p>Identify and observe geographical features of the local area using GIS. Identify different land use in the local area using digital mapping.</p>	<p><i>How does the weather change through the seasons of the year?</i></p> <p>Observe how weather conditions change during the four seasons of the year and offer reasons for these changes.</p>	<p><i>How does Antarctica compare with the Sahara Desert?</i></p> <p>Compare the Sahara Desert and Antarctica. Identify some of the countries within the Sahara Desert. Identify some of the ways in which camels have adapted to live in the Sahara.</p>
4	<p><i>What are the main land uses within my local area?</i></p>	<p><i>Why isn't the weather the same everywhere in the world?</i></p>	<p><i>How is the Arctic different from the Antarctic?</i></p> <p>Compare and contrast the Arctic with the Antarctic and give reasons.</p>

	Understand that land use can be grouped into categories.	Observe and offer reasons for the distribution of hot and cold places in the world. Explain in simple terms why the temperature of places decreases with distance from the Equator towards the poles.	
5	<i>How can we introduce people to the human and physical geography of our local area?</i> Observe and record human and physical features of the local area through fieldwork. Use interactive mapping to plot, describe and explain human and physical features of the local area.	<i>How can Antarctica be a desert when it's the coldest place on earth?</i> Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning similarities and differences.	<i>Why are there no Polar Bears in Antarctica?</i> Identify and describe some geographical features of a South American country
6		<i>Why do we remember Captain Robert Scott and his friends?</i> Understand why Robert Scott and team wanted to be the first humans to reach the south pole, the reasons for their failure and empathise with the emotions they would have felt as a result.	<i>Why do Marco and Polo find visiting each other so difficult?</i> Explain, with geographic reasons, why Marco and Polo would find visiting each other difficult. Identify and describe some of the features of a waterfall.
7			<i>So why don't penguins need to fly?</i> Describe and offer reasons as to why not all birds need to fly.

Geography Curriculum for Year 1 (B)

	Autumn Term	Spring Term	Summer Term
Unit	Why do we love to be beside the seaside so much? Assessment Focus for the unit: Human and Physical Geography	Why does it matter where our food comes from? Assessment Focus for the unit: Locational and Place knowledge	How does Kampong Aire (Brunei) compare with where I live? Assessment Focus for the unit: Geographical skills and Fieldwork
Topic	Commotion in the Ocean	Waggons Roll	Open Your Eyes
	By the end of this unit: Children will understand some of the key physical and human features of the seaside. They will become familiar with common land uses at the coast and understand how people can protect the seaside environment.	By the end of this unit: Children will gain an insight in to farming and farms; something which will be developed further at KS2. They will recognise their food comes from both locations in the UK, and abroad (in this study, Costa Rica) and as such they will establish a simple understanding of economic activity and trade. They will also reflect upon why locally sources food is considered more environmentally friendly and sustainable.	By the end of this unit: Children will be able to compare their own lives with those of the people living in a small community in Brunei (South east Asia). This will include looking at location, homes, weather and school life. They will also compare tropical rainforests with local woodland in the UK.

Vocabulary	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.	Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary with images. • Video recording of seaside to refer back to. • Simple line drawings of area/features. • Sensory box of seaside experiences e.g. shell, sand, rocks 	<ul style="list-style-type: none"> • Key vocabulary with images. • Simplified diagrams to explain processes. • Play fruit and vegetables to support practical sorting activities. 	<ul style="list-style-type: none"> • Simplified maps with less labels/details. • First letter given and labels provided in correct spaces for mapping activities. • Digital photos/video of local area to support direct comparison of two areas. • Key vocabulary with images. • Tactile maps/models/resources to support teaching of weather.
Step			
1	<p><i>How is the seaside different from other places?</i></p> <p>Identify and describe the main physical and human features of a seaside environment.</p>	<p><i>Where do dairy products come from?</i></p> <p>Recognise that food we eat comes from plants or animals and a farm is an area of land/buildings where those plants and animals are produced. Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of products.</p>	<p><i>How does the location of Kampong Ayer compare with where I live?</i></p> <p>Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles. Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles.</p>

			Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world.
2	<p><i>How do people enjoy themselves at the seaside?</i></p> <p>Provide reasons why it is important to protect living things at the seaside. Describe popular activities undertaken at the seaside.</p>	<p><i>Why are there so many dairy farms in Devon?</i></p> <p>Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the features of its towns and cities. Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming. Compare and contrast the annual weather conditions in Devon with those of the UK as a whole.</p>	<p><i>How do people's homes at Kampong Ayer compare with mine?</i></p> <p>Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school. · Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed;</p>
3	<p><i>What else did Sally find living in the rock pools at Wembury?</i></p> <p>Understand the interdependence of living things in seaside environments. Identify, describe and categorise living things in a rock pool habitat. Identify, categorise and begin to explain distribution of sea shells on a beach.</p>	<p><i>How does Quicke's dairy farm in Devon make cheese?</i></p> <p>Describe how cheese is manufactured on one Devon farm and how it is exported.</p>	<p><i>How does the weather at Kampong Ayer compare with the weather where I live?</i></p> <p>Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next. Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern. Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages.</p>
4	<p><i>How do people affect the beach at Wembury?</i></p> <p>Identify, describe and offer reasons for the presence of pollution on a beach. Describe and explain how people can take greater care of the seaside environment.</p>	<p><i>How does our list of favourite fruit and vegetables compare with the favourites of other people?</i></p> <p>Identify the top 10 popular fruits in the UK and understand why half of these are imported. Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica. Explain why Costa Rica is a good location to grow bananas and how exported bananas reach the UK.</p>	<p><i>How do people in Kampong Ayer travel around compared to how people travel where I live?</i></p> <p>Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer. Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity.</p>
5	<p><i>Whereabouts in the world is Wembury?</i></p> <p>Use simple compass directions to locate features on a map.</p>	<p><i>Why is it important to know all about sugar?</i></p> <p>Identify and describe how sugar is refined from sugar beet on British farms.</p>	<p><i>How does going to school in Kampong Ayer compare with my school?</i></p>

	<p>Understand the difference between continent and country. Begin to name and locate the five oceans and seven continents of the world.</p>	<p>Understand why being careful about how much added sugar we eat is important for a healthy lifestyle.</p>	<p>Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school.</p>
6	<p><i>How have our seaside holidays have changed since the 1970's?</i></p> <p>Describe and explain why seaside holidays have changed in living memory. Identify, describe and offer reasons for European flights from the local airport. Compare and contrast modern day experiences of the seaside with those of older generations.</p>	<p><i>Why does John have so many happy customers at his shop?</i></p> <p>Identify and categorise fruit and vegetables sold at a greengrocer, their cost and whether they are locally produced, UK grown or imported. Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers. Identify the animals from which common meats sold at butchers and supermarkets derive and explain what 'free-range' means and why this is beneficial. Identify ingredients of the top 10 home cooked dishes in the UK and explain whether these are home produced or imported.</p>	<p><i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p>Identify and describe the structure of typical tropical rainforest in Brunei. · Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain. Compare and contrast the structure of a tropical rainforest with a wood in the local area.</p>
7			<p><i>How does GIS imagery of Kampong Ayer compare with the GIS imagery of where I live?</i></p> <p>Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</p>

Geography Curriculum for Year 2 (A)

	Autumn Term	Spring Term	Summer Term
Unit	What is the Geography of where I live? Assessment Focus for the unit: Geography Skills and Fieldwork	How does the weather affect our lives? Assessment Focus for the unit: Human and Physical Geography	Why don't penguins need to fly? Assessment Focus for the unit: Locational and Place Knowledge
Topic	Ourselves	Extinct and Endangered	Homes and Habitats
	<p>By the end of this unit: Children will be able to identify physical and human geographical features at a range of scales, including in the local area. They will identify where they live in the UK in relation to the four nations, largest cities and European continent. This unit will also give them experience of GIS (Geographical Information Systems) data and an understanding of the key concepts of location, distribution and change. Most importantly, this unit helps children understand what Geographers do.</p>	<p>By the end of this unit: Children will understand the concept of the weather and will begin to form a solid understanding of climate that is built on in future years in the subject. They will explore how weather can affect them as individual and other people in other locations of the world. Children will make observations and measure the weather and study in detail the weather of the Sahara Desert and Antarctica.</p>	<p>By the end of this unit: Children will have an introduction to biomes and natural regions which will be developed in later years. They will understand location in relation to the Equator and the poles; particularly how these determine weather and climate. They will understand how living things have to adapt to survive in particular locations and describe similarities and differences between places in the world, specifically the Sahara Desert, Antarctica and a South American country.</p>

Vocabulary	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole;	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Plant; River; Waterfall; Gorge; Country; Jungle.
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Simplified maps with less labels/detail. • First letter given and labels provided on correct spaces for mapping activity. • Digital photographs of local area. • Video recording of village walk to refer back to. • Key vocabulary with images. • Prepare children in advance for any fieldwork with pre-teaching of new terminology etc. • Use Digimaps to pre-prepare map with some given geographical features in photographs. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of weather. • Tactile maps/models/resources to support understanding of weather/seasonal features etc. • Display simple line drawings of areas/features to aid discussion. 	<ul style="list-style-type: none"> • Key vocabulary with images. • Digital photographs of locations. • Tactile maps/models/resources to support understanding • Display simple line drawings of areas/features to aid discussion.
Step			
1	<p><i>What is geography all about?</i></p> <p>Identify and describe physical and human geographical features of a range of environments. Know Geography is the study of people and places.</p>	<p><i>What is the weather?</i></p> <p>Identify and describe the basic atmospheric elements of the weather. Observe measure and record the elements of daily weather by using a variety of simple instruments. Present describe and offer reasons for some of the ways in which the weather has changed over the period of measurement.</p>	<p><i>Where is Pip's home and what do we find there?</i></p> <p>Name the seven oceans and five continents of the world; to identify Antarctica. Identify, recognise and describe key geographical features of Antarctica.</p>
2	<p><i>Whereabouts in the United Kingdom do I live?</i></p>	<p><i>How do great artists paint the weather?</i></p>	<p><i>How are penguins able to survive in Antarctica?</i></p>

	Locate where in the UK we live and its place in the world; in relation to the four countries, their major cities and the continent of Europe.	Identify, describe and begin to explain ways in which great artists depict elements of weather and the techniques they use to convey noise, smell and emotions.	Identify some of the ways in which penguins have adapted to live in the Antarctic environment.
3	<i>What does the GIS in Google Earth tell me about the geography of my local area?</i> Identify and observe geographical features of the local area using GIS. Identify different land use in the local area using digital mapping.	<i>How does the weather change through the seasons of the year?</i> Observe how weather conditions change during the four seasons of the year and offer reasons for these changes.	<i>How does Antarctica compare with the Sahara Desert?</i> Compare the Sahara Desert and Antarctica. Identify some of the countries within the Sahara Desert. Identify some of the ways in which camels have adapted to live in the Sahara.
4	<i>What are the main land uses within my local area?</i> Understand that land use can be grouped into categories.	<i>Why isn't the weather the same everywhere in the world?</i> Observe and offer reasons for the distribution of hot and cold places in the world. Explain in simple terms why the temperature of places decreases with distance from the Equator towards the poles.	<i>How is the Arctic different from the Antarctic?</i> Compare and contrast the Arctic with the Antarctic and give reasons.
5	<i>How can we introduce people to the physical and human geography of our local area?</i> Observe and record human and physical features of the local area through fieldwork. Use interactive mapping to plot, describe and explain human and physical features of the local area.	<i>How can Antarctica be a desert when it's the coldest place on earth?</i> Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning similarities and differences.	<i>Why are there no Polar Bears in Antarctica?</i> Identify and describe some geographical features of a South American country
6		<i>Why do we remember Captain Robert Scott and his friends?</i> Understand why Robert Scott and team wanted to be the first humans to reach the south pole, the reasons for their failure and empathise with the emotions they would have felt as a result.	<i>Why do Marco and Polo find visiting each other so difficult?</i> Explain, with geographic reasons, why Marco and Polo would find visiting each other difficult. Identify and describe some of the features of a waterfall.
7			<i>So why don't penguins need to fly?</i> Describe and offer reasons as to why not all birds need to fly.

Geography Curriculum for Year 2 (B)

Geography Curriculum for Year 2 (B)			
	Autumn Term	Spring Term	Summer Term
Unit	Why do we love being beside the seaside so much? Assessment Focus for the unit: Human and Physical Geography	Why does it matter where our food comes from? Assessment Focus for the unit: Locational and Place Knowledge	How does Kampong Aire (Brunei) compare with where I live? Assessment Focus for the unit: Geographical skills and Fieldwork
Topic	Commotion in the Ocean	Waggons Roll	Open Your Eyes
	<p>By the end of this unit:</p> <p>Children will understand some of the key physical and human features of the seaside. They will become familiar with common land uses at the coast and understand how people can protect the seaside environment.</p>	<p>By the end of this unit:</p> <p>Children will gain an insight in to farming and farms; something which will be developed further at KS2. They will recognise their food comes from both locations in the UK, and abroad (in this study, Costa Rica) and as such they will establish a simple understanding of economic activity and trade. They will also be able to reflect upon why locally sources food is considered more environmentally friendly and sustainable.</p>	<p>By the end of this unit:</p> <p>Children will be able to compare their own lives with those of the people living in a small community in Brunei (South east Asia). This will include looking at location, homes, weather and school life. They will also be able to compare tropical rainforests with local woodland in the UK.</p>

Vocabulary	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition.	Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary with images. • Video recording of seaside to refer back to. • Simple line drawings of area/features. • Sensory box of seaside experiences e.g. shell, sand, rocks 	<ul style="list-style-type: none"> • Key vocabulary with images. • Simplified diagrams to explain processes. • Play fruit and vegetables to support practical sorting activities. 	<ul style="list-style-type: none"> • Simplified maps with less labels/details. • First letter given and labels provided in correct spaces for mapping activities. • Digital photos/video of local area to support direct comparison of two areas. • Key vocabulary with images. • Tactile maps/models/resources to support teaching of weather.
Step			
1	<p><i>How is the seaside different from other places?</i></p> <p>Identify and describe the main physical and human features of a seaside environment.</p>	<p><i>Where do dairy products come from?</i></p> <p>Recognise that food we eat comes from plants or animals and a farm is an area of land/buildings where those plants and animals are produced. Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of products.</p>	<p><i>How does the location of Kampong Ayer compare with where I live?</i></p> <p>Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles. Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles. Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world.</p>
2	<p><i>How do people enjoy themselves at the seaside?</i></p>	<p><i>Why are there so many dairy farms in Devon?</i></p>	<p><i>How do people's homes in Kampong Ayer compare with mine?</i></p>

	<p>Provide reasons why it is important to protect living things at the seaside. Describe popular activities undertaken at the seaside.</p>	<p>Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the features of its towns and cities. Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming. Compare and contrast the annual weather conditions in Devon with those of the UK as a whole.</p>	<p>Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school. - Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed;</p>
3	<p><i>What else did Sally find living in the rock pools at Wembury?</i></p> <p>Understand the interdependence of living things in seaside environments. Identify, describe and categorise living things in a rock pool habitat. Identify, categorise and begin to explain distribution of sea shells on a beach.</p>	<p><i>How does Quicke's dairy farm in Devon make cheese?</i></p> <p>Describe how cheese is manufactured on one Devon farm and how it is exported.</p>	<p><i>How does the weather at Kampong Ayer compare with the weather where I live?</i></p> <p>Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next. Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern. Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages.</p>
4	<p><i>How do people affect the beach at Wembury?</i></p> <p>Identify, describe and offer reasons for the presence of pollution on a beach. Describe and explain how people can take greater care of the seaside environment.</p>	<p><i>How does our list of favourite fruit and vegetables compare with the favourites of other people?</i></p> <p>Identify the top 10 popular fruits in the UK and understand why half of these are imported. Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica. Explain why Costa Rica is a good location to grow bananas and how exported bananas reach the UK.</p>	<p><i>How do people in Kampong Ayer travel around compared with how people travel around where I live?</i></p> <p>Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer. Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity.</p>
5	<p><i>Whereabouts in the world is Wembury?</i></p> <p>Use simple compass directions to locate features on a map. Understand the difference between continent and country. Begin to name and locate the five oceans and seven continents of the world.</p>	<p><i>Why is it important to know all about sugar?</i></p> <p>Identify and describe how sugar is refined from sugar beet on British farms. Understand why being careful about how much added sugar we eat is important for a healthy lifestyle.</p>	<p><i>How does going to school in Kampong Ayer compare with my school?</i></p> <p>Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school.</p>

6	<p><i>How have our seaside holidays changed since the 1970's?</i></p> <p>Describe and explain why seaside holidays have changed in living memory. Identify, describe and offer reasons for European flights from the local airport. Compare and contrast modern day experiences of the seaside with those of older generations.</p>	<p><i>Why does John have so many happy customers at his shop?</i></p> <p>Identify and categorise fruit and vegetables sold at a greengrocer, their cost and whether they are locally produced, UK grown or imported. Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers. Identify the animals from which common meats sold at butchers and supermarkets derive and explain what 'free-range' means and why this is beneficial. Identify ingredients of the top 10 home cooked dishes in the UK and explain whether these are home produced or imported.</p>	<p><i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p>Identify and describe the structure of typical tropical rainforest in Brunei. · Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain. Compare and contrast the structure of a tropical rainforest with a wood in the local area.</p>
7			<p><i>How does GIS imagery of Kampong Ayer compare with GIS imagery of where I live?</i></p> <p>Use Google Earth to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</p>

Geography Curriculum for Year 3

Geography Curriculum for Year 3			
	Autumn Term	Spring Term	Summer Term
Unit	Why do some earthquakes cause more damage than others? Assessment Focus for the unit: Human and Physical Geography	Beyond the Magic Kingdom: what is the Sunshine State really like? Assessment Focus for the unit: Locational and Place Knowledge	Why are jungles so wet and deserts so dry? Assessment Focus for the unit: Geographical skills and fieldwork
Topic	Stone Age to Iron Age	Ancient Greece	Egyptians
	<p>By the end of this unit: Children will be able to describe and explain tectonic activity in relation to earthquakes. They will understand the causes and impact of volcanoes through a recent case study (Christchurch, New Zealand). They will also be able to explain how some of the largest earthquakes are not necessarily the most destructive and why.</p>	<p>By the end of this unit: Children will be able to describe some aspects of the physical and human geography of Florida, USA; including tourism, extreme weather and climate. They will also be able to compare and contrast Florida with an area of the UK.</p>	<p>By the end of this unit: Children continue to build upon their knowledge of weather, as begun in KS1. They will have reflected on how climate influences landscape, plants, animal and human activity and they will have investigated this at a range of scales. Children will also begin to understand what biomes are and identify the position of these using the language of latitude, longitude and the tropics.</p>

Vocabulary	<p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.</p>	<p>Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.</p>	<p>Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). • 'Bottle garden' as first-hand reference in the classroom. • Videos and photographs of examples of weather patterns and general climate.
Step			
1	<p><i>Why won't Paula and Richard forget 22 February 2011?</i></p> <p>Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources.</p>	<p><i>Why is the Magic Kingdom the most popular theme park in the world?</i></p>	<p><i>Why is climate different across the United Kingdom?</i></p> <p>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom.</p>

		Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida.	
2	How has New Zealand been affected by earthquakes in the past? Observe and record the distribution of earthquakes in New Zealand over the past two hundred years;	Where is the Magic Kingdom? Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida.	What are the world's climates? Identify, describe and begin to offer reasons for the distribution of different types of climate around the world.
3	Why does New Zealand have so many earthquakes? Identify, describe and explain the causes of earthquakes. Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.	Why do tourists come to the Magic Kingdom from some countries and not others? Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world.	How do climate graphs help geographers compare the climate of one place with another? Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world. Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements.
4	Why don't the largest earthquakes always cause the most death and destruction? Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction.	Why is the state of Florida a peninsula? Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world	How does the climate affect the plants and animals living in a place? Understand how climate affects both the landscape of different biomes and the plants and animals that can live there
5	Why do most volcanoes happen in the same places as earthquakes? Identify, describe and explain the causes of volcanoes. Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand;	Why is the Kennedy Space centre in Florida? Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location.	Why is the jungle of the Amazon Rainforest so wet and Humid? Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.
6		Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future.	Why is Arica the driest inhabited place on Earth? Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.
7		How and why is the climate if the Sunshine State different from where I live?	

		<p>Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours.</p> <p>Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida.</p>	
8		<p><i>How do Floridians cope with Hurricanes?</i></p> <p>Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage. .</p>	

Geography Curriculum for Year 4			
	Autumn Term	Spring Term	Summer Term
Unit	<p>Why do so many people live in megacities? Assessment Focus for the unit: Locational and Place Knowledge</p>	<p>How and why is my local environment changing? Assessment Focus for the unit: Geographical Skills and Fieldwork</p>	<p>How can we live more sustainably? Assessment Focus for the unit: Human and Physical Geography</p>
Topic	Romans	Local History Study - Grantham	Anglo Saxons
	<p>By the end of this unit: Children will develop their understanding of the key geographical concepts of settlement and urbanisation, through their study of 'megacities' (that is cities with a population of over 10million). They will explore some of the economic and social reasons that the population of urban areas increase, together with some of the associated benefits and problems.</p>	<p>By the end of this unit: Children will build on their understanding of the geography of the local area, founded in KS1. They will explore why their local environment has changed; whether that be as a result of natural changes or deliberate planned activity. Children will have the opportunity to engage in fieldwork and assess the quality of the local environment.</p>	<p>By the end of this unit: Children continue to be educated about the inter-relationships between people and the environment, which is at the heart of geography. They will understand what sustainability is and how they can make changes in their own lives to be young environmentalists. Through this unit they will also learn about sustainable energy.</p>

Vocabulary	<p>Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation</p>	<p>Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; Satellite; Orbit; Remote sensing; Trend; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>	<p>Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.</p>
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Key vocabulary/word bank with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Audio recorders instead of written notes for village fieldwork. • Digital photos of village for reference. • Video recording of village walk available to replay. • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). • Audio recorders to record environmental review results on way around the school.
Step			

1	<p>What are megacities and where are they located?</p> <p>Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density. Describe and begin to explain the distribution of megacities across the continents of the world.</p>	<p>Why do places change?</p> <p>Identify, describe and give reasons for why environments change. Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life.</p>	<p>What does being sustainable actually mean?</p> <p>Describe and explain using examples what living sustainably means. Identify, describe and explain the differences between renewable and non-renewable resources.</p>
2	<p>Why is Milton Keynes the United Kingdom's fastest growing city?</p> <p>Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country. Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom.</p>	<p>How has my local area changed in the past?</p> <p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment.</p>	<p>How can we help to make our school more sustainable?</p> <p>Undertake an environmental review of different categories of sustainability at our school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable.</p>
3	<p>Why is Brasilia the fastest growing city in Brazil?</p> <p>Recognise and locate the largest cities in South America. Describe and offer reasons for the features of the city of Brasília, capital of Brazil. Explain and conclude why the Brazilian government built a new capital city in 1960.</p>	<p>How and why does the quality of the environment change in my local area?</p> <p>Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations.</p>	<p>Why are we seeing more wind and solar farms in the countryside?</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity. Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing. Explain how electricity is generated in hydroelectric power stations.</p>
4	<p>How do the advantages of living in cities compare with the disadvantages?</p> <p>Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant.</p>	<p>How do NASA satellite images inform us of environmental change on a global scale?</p> <p>Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world.</p>	<p>How is sustainable development helping the lapwing out of the red?</p> <p>Understand why creating new habitats for birds is a good example of sustainable development.</p>
5			<p>How are solar cookers helping Sunita and her family to live more sustainably?</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's</p>

			poorest countries makes the lives of people more sustainable.

Geography Curriculum for Year 5			
	Autumn Term	Spring Term	Summer Term
Unit	How do volcanoes affect the lives of people on Hiemaey? (Iceland) Assessment Focus for the unit: Locational and Place knowledge	Why are mountains so important? Assessment Focus for the unit: Human and Physical Geography	What is a river? Assessment Focus for the unit: Geographical Skills and Fieldwork
Topic	Space	Vikings	Leisure and Entertainment
	By the end of this unit: Children will develop their understanding of volcanoes and understand reasons for their distribution. They will appreciate some of the opportunities, risks and hazards that come with living near a volcano and develop a wider understanding of some of the countries in Europe. They will also understand the stages of an economic activity (fish processing); including export, import and trade.	By the end of this unit: Children will understand the key physical geography concepts such as rock formation, plate tectonics and erosion. They will be able to locate and describe examples of mountain ranges at a range of scales and they will be able to explain ways in which mountain locations are used	By the end of this unit: Children will understand the features and processes of rivers. They will be able to draw upon map work, satellite images and GIS resources to consolidate their understanding of how rivers change from source to mouth. Through case studies of rivers around the world, they will also understand issues such as flooding.

Vocabulary	<p>Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market</p>	<p>Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.</p>	<p>River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Little Ice Age; Climate</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Suggested support for children with additional needs</p>	<ul style="list-style-type: none"> • Key vocabulary with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Physical model of 'mountains' made out of clay etc for reference. • Key vocabulary/word bank with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). 	<ul style="list-style-type: none"> • Key vocabulary/word bank with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to in the topic. • Pre-teach to support retention of new ideas and techniques. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). • Simplified diagrams to explain river features. • Video clips of river features to support understanding.
<p>Step</p>			
<p>1</p>	<p><i>Where does Saethor take his dog Tiry for a walk every day?</i></p> <p>Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day.</p>	<p><i>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</i></p> <p>Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements</p>	<p><i>How does the source of the River Axe change from source to mouth?</i></p> <p>Identify and describe how physical features of rivers change from source to mouth. Offer reasons to explain why the course of a river changes as it flows from higher to lower ground. Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river.</p>
<p>2</p>	<p><i>Where do Saethor and Tiry live?</i></p> <p>Identify, describe and compare and contrast the countries of Europe.</p>	<p><i>How were the world's greatest mountain ranges formed?</i></p> <p>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover. Explain how the movement of plates of the Earth's crust can form ranges of fold mountains.</p>	<p><i>How does the course of my local river change from source to mouth? (River Witham)</i></p> <p>Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things.</p>

3	<p>How do geographers describe the Westman Islands?</p> <p>Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular.</p>	<p>Why did Edmund Hilary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</p> <p>Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953.</p>	<p>Why are river estuaries such important places for wildlife?</p> <p>Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife.</p>
4	<p>How does the physical and human geography of Hiemaey compare with the area in which I live?</p> <p>Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region.</p>	<p>How are the Cambrian Mountains different from the Himalaya Mountains?</p> <p>Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains.</p>	<p>Why are rivers such an important part of the water cycle?</p> <p>Describe the components of the hydrological or water cycle and explain the important role that rivers play.</p>
5	<p>Why are there so few trees on Hiemaey?</p> <p>Explain and reach a judgement using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey.</p>	<p>Why is the climate such a challenge for Derek?</p> <p>Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations. Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east.</p>	<p>How has the Isle of Dogs changed since the reign of Henry VIII?</p> <p>Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure.</p>
6	<p>Why are there volcanoes on Hiemaey?</p> <p>Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.</p>	<p>Why do Tourists visit the Cambrian Mountains?</p> <p>Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps.</p>	<p>Why is river flooding such a problem in Bangladesh?</p> <p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding.</p>
7	<p>How were the people of Hiemaey affected when Eldfell erupted?</p> <p>Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey.</p>	<p>Why were 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham?</p> <p>Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago.</p>	<p>How do we know what happened to the River Thames during the Little Ice Age?</p> <p>Understand climatically what the Little Ice Age refers to and how occasional severe winters impacted upon the River Thames and the people of London.</p>
8	<p>Why do the people of Hiemaey go on living next to an active volcano?</p>	<p>How else is the precious resource of water used in the Cambrian Mountains?</p> <p>Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both</p>	

	Understand the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails.	sides of an argument and make a judgement about the most appropriate way forward.	
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Geography Curriculum for Year 6			
	Autumn Term	Spring Term	Summer Term
Unit	Why is fair trade fair? Assessment Focus for the unit: Human and Physical Geography	How is climate change affecting the world? Assessment Focus for the unit: Locational and Place Knowledge	Who are Britain's National Parks for? Assessment Focus for the unit: Geography Skills and Fieldwork
Topic	World War	Walk on the Wild Side	Treading the Boards in the Capital
	By the end of this unit: Children will develop a deeper understanding of what trade is and how it connects us to the rest of the world. They will compare and contrast the range of goods traded between the UK and China; one of the longest standing trade routes. They will also be able to explain what Fairtrade is and compare and contrast experiences for Fairtrade and non-Fairtrade producers. Children will also appreciate the importance of making ethical choices as consumers.	By the end of this unit: Children will identify changing weather patterns at different locations around the world and the impact of these on people. Through this, they will be able to reflect upon how changes to 'normal' weather conditions can have serious implications for people. Children will look at the concept of global warming and how new methods of energy production can hopefully bring about change.	By the end of this unit: Children will locate and describe the distribution of the National Parks of the UK. They will be able to recognise the special qualities of the National Parks and their contribution to our heritage. They will compare and contrast one of our parks with the geography of a National Park in the USA. They will also use their visit to London to compare and contrast this as a tourist destination, with a National Park.

<p style="text-align: center;">Vocabulary</p>	<p>Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical</p>	<p>Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel</p>	<p>National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze-thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government</p>
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Suggested support for children with additional needs	<ul style="list-style-type: none"> • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). • Key vocabulary/word bank with images for reference 	<ul style="list-style-type: none"> • Key vocabulary/word bank with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations). • Simplified diagrams with less detail to explain concepts e.g. global warming. 	<ul style="list-style-type: none"> • Key vocabulary/word bank with images for reference. • Talking frames to support discussion on the topic. • Knowledge bank for children to refer back to on the topic. • Pre-teach to support retention of new ideas. • Scribing to support with recording. • Simplified maps with less labels/detail. • Prompt/first letter given on mapping activities(locations).
Step			
1	<p><i>Why was this road so important two thousand years ago?</i></p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it.</p>	<p><i>Why is Elhaji cleaning shoes on the streets of Banjul?</i></p> <p>Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people.</p>	<p><i>Why are National Parks described as Britain's 'breathing spaces'?</i></p> <p>Identify, locate, describe and explain the distribution of the 15 National Parks in the UK. Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'</p>
2	<p><i>Why does Marco Polo visit the UK every eleven weeks?</i></p> <p>Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading.</p>	<p><i>Why can't Olivia afford to insure her home?</i></p> <p>Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia.</p>	<p><i>What else makes National Parks so important?</i></p> <p>Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this.</p>
3	<p><i>What does the UK export to the people of China?</i></p> <p>Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported</p>	<p><i>Why are people living in Starcross making flood plans?</i></p> <p>Understand why some coastal communities are having to make flood resilience plans in order to cope better</p>	<p><i>Why do National Parks welcome visitors?</i></p> <p>Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.</p>

	by companies in the United Kingdom to China and describe and explain the differences.	with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them.	
4	<p>Why isn't trade always fair for some people such as Melvin?</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.</p>	<p>Why do Lars and Sofie disagree about how nice the weather is?</p> <p>Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland.</p>	<p>Why is protected land so important in Southwest England?</p> <p>Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK.</p>
5	<p>Why is fair trade fair?</p> <p>Explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification. Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status.</p>	<p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places.</p>	<p>Why are so many people attracted to the Valley of the Rocks?</p> <p>Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists.</p>
6		<p>What have the countries of the world agreed to do about global warming?</p> <p>Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be. Understand how as individuals, members of families and communities such as schools can contribute to reducing greenhouse gas emissions.</p>	<p>Why are farmers so important in our National Parks?</p> <p>Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom.</p>
7			<p>How are National Parks looked after?</p> <p>Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do.</p>
8			<p>How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?</p> <p>Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities</p>

			and differences between National Parks in the UK and those in the United States.
			(Step to be completed before London Residential) <i>Are all areas of London the same ?</i> Read and interpret Ordnance Survey map symbols to build knowledge of an area of Central and Greater London. (As appropriate to the visit). Interpret contour lines. Use four and six figure grid references.