

Subject Aims

At Ark Blacklands, we aim to **inspire in pupils a curiosity and fascination about the world and its people**. Our Geography Curriculum is designed to impart knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Subject Progression

At Ark Blacklands, children's discovery of the world around them and their awareness of place begins in the Early Years Foundation Stage, where children begin to recognise similarities and differences in relation to places, objects, materials and living things. They begin to explain why some things occur and talk about changes.

Our KS1 and KS2 Geography Curriculum is carefully mapped so that all pupils are equipped with a deep knowledge of locations, places and geographical landscapes across the world alongside an understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space. Pupils are also provided with opportunities to develop and apply their geographical skills in map reading and observing, collecting, analysing, evaluating and communicating geographical information.

- **Year 1:** Our Local Area, The United Kingdom
- **Year 2:** Planet Earth, Life in Kenya
- **Year 3:** Settlements and Land Use, Europe, Climate Zones and Biomes
- **Year 4:** The Amazon: Rivers and Rainforests, The USA
- **Year 5:** Asia, Mountains, Volcanoes and Earthquakes
- **Year 6:** Global Challenges, Mapping the World

In Key Stage 1, Pupils begin their journey in geography with a study of the familiar: the local area. They then move outwards to study the United Kingdom and outwards again in to gain an overview of the world and the continents and oceans within it before focussing on what life is like in Kenya.?’.

In Key Stage 2, pupils explore the human and physical geography of a range of different locations and places: the United Kingdom, Europe, Italy, the Amazon, the USA and Asia. They also develop their understanding of physical geography including that of climate zones, biomes, rivers, mountains, volcanoes and earthquakes. Studies of the rainforests, natural disasters and challenges faced across the globe ensure pupils are also developing their understanding of the interaction between humans and the natural world. In each year group, pupils are able to explore using digital resources, globes and atlases.

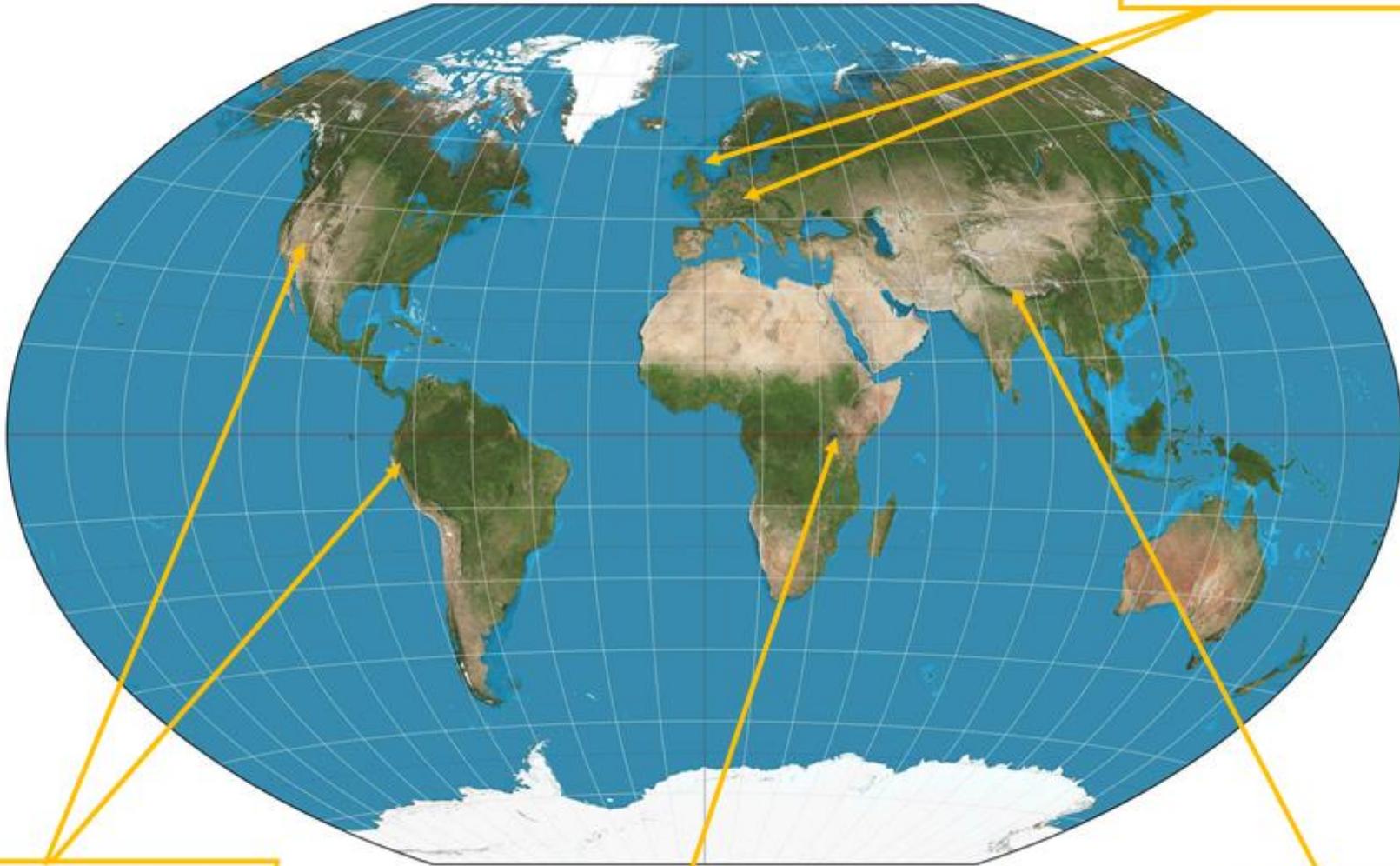
Developing Geographical Skills and Fieldwork

Alongside the rich knowledge of the Geography Curriculum, pupils learn Geographical skills, which are ongoing and developed over time. For example, pupils do not study 'map skills' just the once and then progress to using a compass. The development of these Geographical skills are ongoing and taught across multiple units of study. There is clear progression within these skills, found at the end of this curriculum document, and a child's map reading skills in Year 6, combined with their rich knowledge of the planet, will be more advanced than those taught in years 1 and 2.

Year 6: The World

Year 1: Local Area & United Kingdom

Year 3: United Kingdom & Europe



Year 4: North & South America

Year 2: Planet Earth & Kenya (Africa)

Year 5: Asia

Geography Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area 	<i>Toys over Time</i>	<i>Transport & Travel over Time</i>	<i>Dinosaurs</i>	The United Kingdom 	<i>Our Seaside: Now and Then</i>
Year 2	<i>Kings & Queens</i>	<i>The Great Fire</i>	Planet Earth 	Where my wellies take me? 	<i>Superheroes</i>	Life in Kenya 
Year 3	<i>Stone, Bronze & Iron Age</i>	Race around Britain: The UK 	European Landmarks 	European Landmarks 	Habitats 	<i>Ancient Greece</i>
Year 4	<i>Romans from Rome</i>	<i>Mayan Civilisation</i>	Amazon: Rivers and Rainforest 		The USA 	<i>Arthur & the Round Table</i>
Year 5	<i>British Invaders: Romans, Saxons & Vikings</i>		Asia: Volcano and Earthquakes 		<i>Baghdad & The Middle East</i>	<i>Hastings: The Industrial Revolution</i>
Year 6	<i>Ancient Egyptians</i>	<i>Conflict & Resolution: 1066</i>	<i>Conflict & Resolution: WWII</i>	Sustainable Energy 	Local and Global Mapping 	<i>History of Democracy</i>

Geography Enquiry Questions

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area – What is it like to live in my local area?				The United Kingdom Why should people visit the United Kingdom?	
Year 2			Planet Earth Would you rather live in a hot habitat or a cold habitat?	Where my wellies take me Which local landmark is important to me and why?		Life in Kenya What are the similarities and differences between Kenya and the UK?
Year 3		Race around Britain: What is the land like in the United Kingdom and how do we use it?	European Landmarks Which European city would you most like to live in and why?	European Landmarks Which natural European feature is the most impressive and why?	Habitats What are the different habitats and why are they important?	
Year 4			Amazon: Rivers and Rainforest What are the threats to life in the Amazon Rainforest?		The USA Plan your ideal trip across the USA	
Year 5			Asia: Volcano and Earthquakes What are the natural disasters and how do they impact the lives of people in Asia?			
Year 6				Sustainable Energy “Humans are not capable of living sustainably.” To what extent do you agree?	Local and Global Mapping Explain why and how geographers do fieldwork.	

Year 1 - Geography

Autumn Term 1			
Year 1	<p>My Local Area</p> 		
Enquiry Question	What is it like to live in my local area?		
Unit Sequence	<p>A young geographer needs the opportunity to explore the geography of their own school grounds and own locality before widening their lens to a national, international or global picture. Through this unit they will understand that a location has both physical and human features, that they can express an opinion on a place and can suggest changes for the future.</p> <p>This unit builds on pupils' Understanding of the World (ELG 13 of the EYFS framework) where pupils discovered similarities and differences in relation to places. In Reception, pupils also talked about the features of their own immediate environment and how environments might vary from one another. This unit has been deliberately placed alongside the science unit 'Everyday Materials' so that links can be made between the two subjects.</p>		
Unit Scope	<p>This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand, pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.</p>		
Core Knowledge	<p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • learn about their school, and what it is like there • learn what it is like in their local area through going on local walks • explore what makes their local area significant • explore where people live and work in their local area by looking at different types of homes and jobs • understand what a map is and draw a map of the local area using symbols and keys • explore things they like and do not like about their local area and suggest changes for the future 		
Vocabulary	<p>local area map route symbol</p>	<p>journey key bungalow detached semi-detached</p>	<p>terraced flat houseboat cottage caravan</p>
Experience	Visit from Police Liaison Officer (road safety)	Visit a place of worship	

Year I - Geography

Summer Term I			
Year I	The United Kingdom 		
Enquiry Question	Why should people visit the United Kingdom?		
Unit Sequence	<p>Prior to this unit, pupils studied their own localities and geography within them. In addition to an understanding of their local area, pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond their local area for the first time, widening their knowledge to include the whole of the United Kingdom.</p> <p>This unit has been deliberately placed alongside the science unit 'Seasons: Spring and Summer' so that links can be made between the two subjects in terms of seasonal and daily weather patterns.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage I. Within this strand, pupils are expected to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.</p>		
Core Knowledge	<p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • become familiar with maps of the United Kingdom and learn to recognise its shape • locate the United Kingdom world map and a globe • identify England, Northern Ireland, Scotland and Wales, as well as their capital cities • locate their own town/city within the United Kingdom • develop contextual knowledge of the location of significant places within the United Kingdom – including key physical and human features • recognise the individual flags of the four countries, as well as the Union Jack and what it represents. • begin to develop an understanding of the concept of union 		
Vocabulary	country capital city globe compass	direction map location town	flag union sea atlas
Experience	In school immersive UK day	Great Dixter	Borrow a book from the library

Year 2 - Geography

Spring Term 1			
Year 2	Planet Earth 		
Enquiry Question	Would you rather live in a hot habitat or a cold habitat?		
Unit Sequence	<p>Prior to this unit, pupils in Year 1 studied their own localities, the United Kingdom, and the human and physical geography within each. Pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond the United Kingdom for the first to explore the world as a whole.</p> <p>This unit has been deliberately placed alongside the science unit 'Habitats' so that links can be made between the two subjects.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name and locate the world's seven continents and five oceans. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and by building on their vocabulary of geographical terms.</p>		
Core Knowledge	<p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • learn the names of the world's seven continents and five oceans • recognise and identify the world's seven continents and five oceans on a globe and on a world map • understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics • identify hot and cold places around the world • explore the key human and physical features of each of the seven continents 		
Vocabulary	continent ocean equator Arctic Circle Antarctic Circle	Tropic Capricorn Cancer North Pole South Pole	island natural wonder rainforest landmark desert
Experience	Mallydams	Visit a castle (or key landmark)	

Year 2 - Geography

Spring Term 2			
Year 2	Where my wellies take me? 		
Enquiry Question	Which local landmark is important to me and why?		
Unit Sequence	<p>Prior to this unit, pupils in Year 1 studied their own localities, the United Kingdom, and the human and physical geography within each. Pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics.</p> <p>This unit has been deliberately placed alongside the science unit 'Habitats' so that links can be made between the two subjects.</p>		
Unit Scope	<p>The unit also continues to draw on the 'human and physical geography' strand of the national curriculum ensuring pupils can use geographical language to describe locality and the physical features. Children will use skills involving simple compass directions, make maps including a key and recognised features from an aerial view.</p>		
Core Knowledge	<p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • Place local area on a map • Describe local context and appearance • Name the physical features of our local area • Understand plan view and use this in a real context • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom 		
Vocabulary	local area aerial map symbol	direction map location town	sea park route
Experience	Local Walks into the Environment	Have a picnic in the wild	Go Birding

Year 2 - Geography

Summer Term 2

Year 2

Life in Kenya



Enquiry Question

What are the similarities and differences between Kenya and the UK?

Unit Sequence

Prior to this unit, pupils studied their own local area, the United Kingdom and the countries within it in Year 1. In Year 2, they studied the continents and oceans of the wider world. Pupils will bring to this unit, a knowledge of where the African continent is and some of its key human and physical features. This unit focusses in on specific regions within Kenya and pupils will be able to draw direct comparisons between these localities and their own.

Unit Scope

This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and by building on their vocabulary of geographical terms.

Core Knowledge

Through this unit pupils will:

- understand where Kenya is located within the world and identify Kenya on a map and globe
- know some of the key human and physical features of Kenya
- know what the weather a climate are like
- explore the wildlife of Kenya
- discover what life is like in urban Kenya
- discover what life is like in rural Kenya
- compare life in urban and rural Kenya
- understand aspects of Kenyan culture
- compare regions of Kenya to their own locality

Vocabulary

similarities
differences
contrasting
location
equator

urban
rural
culture
comparison
climate

human features
physical features
coastline
population
wildlife

Experience

Drummer visit

Year 3 - Geography

Autumn Term 2			
Year 3	Race around Britain: The UK 		
Enquiry Question	What is the land like in the United Kingdom and how do we use it?		
Unit Sequence	<p>Prior to this unit, in Year 1, pupils studied their own locality and the types of homes, buildings, places of work and other significant places within it. This means that pupils bring to this unit, some understanding of their own settlement and some understanding of the ways that land can be used within a settlement. Pupils also studied the United Kingdom in Year 1 and will build on this knowledge whilst also using the knowledge as a vehicle for understanding types of settlement and ways of using land. In addition, pupils looked at both urban and rural regions within Kenya in Year 2 and will have some understanding of the difference between an urban and a rural settlement.</p> <p>This unit has been deliberately placed before the history 'Stone, Bronze and Iron Age Britain' unit so that links can be made between the two subjects. The knowledge gained in this unit will support pupils in understanding why the earliest people settled where they did in Britain but and why the earliest people settled in certain locations across the world.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge' strand of the national curriculum for Key Stage 2. As part of this strand, pupils are required to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. They are also required understand how some of these aspects have changed over time. This unit also draws on the 'human and physical' strand of the national curriculum for Key Stage 2. Within the 'human geography' section of this strand, pupils are required to describe and understand key aspects of settlement and land use.</p>		
Core Knowledge	<p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • understand what mountains and hills are • learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom • understand what seas, coasts and rivers are • learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom • understand what a settlement is and that settlements can be urban or rural 	<ul style="list-style-type: none"> • know the key land features looked for and valued by the earliest settlers • understand the similarities and differences between hamlets, villages, towns and cities • know the names of hamlets, villages, towns and cities within the United Kingdom • know what a county is and the names of some of the counties of the United Kingdom • understand the ways in which land can be used • compare the way land is used in the different countries of the United Kingdom 	
Vocabulary	settlement hill mountain coast river	hamlet village town city countryside	farming land use national park peak population
Experience	Trip to smugglers cave		

Year 3 - Geography

Spring Term			
Year 3	European Landmarks 	European Landmarks – 	
Enquiry Question	Which European city would you most like to live in and why?	Which natural European feature is the most impressive and why?	
Unit Sequence	<p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Europe is a continent and should be able to locate Europe on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa.</p> <p>This unit is deliberately placed before pupils study the ‘Ancient Greeks’ unit later in Year 3 and before the pupils study ‘Roman Invasions’ and ‘Roman Britain’ in Year 4.</p>		
Unit Scope	<p>This unit of study draws on the ‘locational knowledge’ and the ‘place knowledge’ strands of the national curriculum for Key Stage 2. Within the ‘locational knowledge’ strand, pupils should be taught to locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the ‘place knowledge’ strand pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>		
Core Knowledge	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify Europe on maps and on a globe • discover the names, locations, flag and capital cities of the different countries within Europe • understand the United Kingdom is part of Europe • know that Europe can be separated into: northern, western, southern and eastern Europe • identify the key physical features of different European countries • identify the key human features of different European countries 	<ul style="list-style-type: none"> • describe the shape and location of France • Identify regions and major cities within France • zoom in on Paris and Montmartre • discover the key human and physical features of Paris and the Montmartre region • investigate what life is like in modern-day Paris • compare this region to their own locality 	
Vocabulary	Europe continent country transcontinental physical feature human feature	border peninsula mainland region population	currency climate monarchy religion government
Experience	Europe Day	Make a European pen pal	

Year 3 - Geography

Summer Term 1			
Year 3	<p style="text-align: center;">Habitats</p> 		
Enquiry Question	What are the different habitats and why are they important?		
Unit Sequence	<p>In Year 2, pupils studied the world, the positions of the continents, the northern and southern hemispheres, the location of the Equator and the Tropics and the location of the Arctic and Antarctic Circles – the unit and the knowledge gained within it will support them in accessing the content in this unit. They also revisited the location of all of the continents at the beginning of the European unit and looked more closely at some of the countries within Europe itself.</p> <p>Within this unit, the pupils will investigate the characteristics of plants and animals within different biomes and previous plants and animal units within Year 1 and 2 will support them in doing so.</p> <p>This unit has been deliberately placed alongside the science 'Plants: Needs for Survival' unit so that links can be made between the two subjects.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Through the 'human and physical geography' strand, pupils should be taught to describe and understand key aspects of climate zones, biomes and vegetation belts.</p>		
Core Knowledge	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> understand that climate zones are areas around the world with a similar climate discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial understand the relationship between the position of a place on the globe and the climate in that place know that biomes are large regions that have certain types of plants and animals (flora and fauna) 	<ul style="list-style-type: none"> discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra understand how climate zones and biomes are linked know the location of biomes across the world discover how the flora and fauna of Europe are suited to life within the biomes of Europe understand the challenges faced by humans living in the biomes of Europe and how the land is adapted 	
Vocabulary	<p>polar sub-polar temperate arid tropical equatorial</p>	<p>biomes region flora fauna climate zones survival</p>	<p>hibernate migrate predator prey hibernate camouflage</p>
Experience	Bedgebury	Eat something you have grown	

Year 4 - Geography

Spring Term

Amazon: Rivers and Rainforest



<p>Year 4</p>	<p>Spring Term</p> <p>Amazon: Rivers and Rainforest</p> 			
<p>Enquiry Question</p>	<p>What are the threats to life in the Amazon Rainforest?</p>			
<p>Unit Sequence</p>	<p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that South America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa and in Year 3, pupils made direct comparisons between their own localities and Rome, Italy. Pupils begin this unit with an understanding of the difference between human and physical geography whilst also knowing about how humans have adapted natural biomes for themselves; this will be the foundation for understanding deforestation of the Amazon and how human needs can have negative consequences for the natural environment.</p> <p>This unit is deliberately placed alongside the science 'Classification and Environments' unit so that links can be made between the subjects.</p>			
<p>Unit Scope</p>	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' stands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects of rivers, the water cycle, types of settlement and land use.</p>			
<p>Core Knowledge</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify South America on maps and on a globe • know the 13 countries which make up South America (including French Guiana) • know features of South America – countries, major cities, population and languages • identify and locate the key physical features of South America – including the Amazon River and Rainforest • understand how and why the climate differs across South America • investigate what life is like in Brazil • discover what a rainforest is and where in the world tropical rainforests are located • know that rainforests have different layers and that each layer has certain characteristics • investigate who lives in the Amazon Rainforest – animals, plants and people 		<ul style="list-style-type: none"> • discover what is happening to the Amazon Rainforest • understand what a river is and where in the world different major rivers are located • understand and identify the features of rivers • discover how rivers shape the land • understand how the Amazon and other rivers are used both positively and negatively • discover what happens when a river floods • compare this region to their own locality 	
<p>Vocabulary</p>	<p>deforestation Amazonia climate river region</p>	<p>rainfall rainforest erosion oxygen deposition</p>	<p>forest floor understorey layer canopy layer emergent layer indigenous</p>	<p>tributary confluence meander estuary tribe</p>
<p>Experience</p>	<p>Port Lymgne</p>		<p>Link to local issue: plastic in the ocean</p>	

Year 4 - Geography

Summer Term I			
Year 4	<p style="text-align: center;">The USA</p> 		
Enquiry Question	Plan your ideal trip across the USA		
Unit Sequence	<p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that North America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in the previous Year 4 unit, pupils made direct comparisons between their own localities and the Amazon.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects types of settlement and land use.</p>		
Core Knowledge	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify North America on maps and on a globe • understand where the USA is located • discover how and why the climate differs across the USA despite the USA being a single country • identify and locate some of the key physical features of the USA • identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks 	<ul style="list-style-type: none"> • discover what life is like in California and compare this region to their own locality • discover what life is like in Alaska and compare this region to their own locality • discover what life is like in New York and compare this region to their own locality • discover what life is like in Florida and compare this region to their own locality 	
Vocabulary	border climate coastline landmark land mass	land use mainland national park natural feature population	president skyline skyscraper state capital state governor
Experience	USA Day		

Year 5 - Geography

Spring Term

Asia: Volcano and Earthquakes



Year 5	Spring Term Asia: Volcano and Earthquakes 		
Enquiry Question	What are the natural disasters and how do they impact the lives of people in Asia?		
Unit Sequence	<p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Asia is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in Year 4 unit, pupils made direct comparisons between their own localities and the Amazon as well as states of the USA.</p> <p>This unit is deliberately placed after the science unit 'Earth and Space' and alongside the science unit 'Properties and Changes of Materials' so that links can be made between the two subjects. Pupils also encountered the idea of rocks and volcanoes in Year 3 science.</p>		
Unit Scope	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' stands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on different continents, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. We have included Asia as an additional continent. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within different continents. We have included Asia as an additional continent. In addition, within the 'human and physical geography' strand, pupils are required to describe and understand key aspects of mountains, volcanoes and earthquakes.</p>		
Core Knowledge	Through this unit, pupils will: <ul style="list-style-type: none"> • identify Asia on maps and on a globe • identify and locate some of the key physical features across Asia • understand the climate across Asia • identify and locate some of the key physical features across Asia including countries and major cities • explore the range of cultures and people across Asia • understand how different mountain ranges form 	<ul style="list-style-type: none"> • explore the Himalayas as a significant mountain range • understand how volcanoes form and explore the different types of volcanoes • explore how and why natural disasters occur • understand the impact of volcanoes and other natural disasters on people through case studies • compare these localities to their own 	
Vocabulary	climate culture mountain range crust plates	magma eruption ridge tectonic earthquake	divergent boundary transform boundary layers volcano mantle
Experience	In-School star gazing	Space drumming	Natural History Museum- Volcano and Earthquake exhibition

Year 6 - Geography

Spring Term 2			
Year 6	<p style="text-align: center;">Sustainable Energy</p> 		
Enquiry Question	<p style="text-align: center;">“Humans are not capable of living sustainably.” To what extent do you agree?</p>		
Unit Sequence	<p>Prior to this unit, pupils have studied the location of the continents and oceans of the world. They have studied Europe, South America, North America and Asia as separate continents and have explored their human and physical characteristics. In addition to this, pupils have studied regions within Africa, Europe, South America, North America and Asia and have then compared these regions to their own localities. Pupils bring to this unit, an understanding of key physical world processes and are now equipped to move back out to the wider world as a whole and build on all of this learning with a human geography focussed unit.</p>		
Unit Scope	<p>This unit of study draws on the ‘human and physical strand’ of the national curriculum for Key Stage 2. Within this strand, pupils should be taught to describe and understand key aspects of physical geography including climate zones and should be taught to describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>		
Core Knowledge	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> discover what is meant by the term ‘global citizen’ understand how climate influences the way in which land is used discover what is meant by the term ‘natural resource’ investigate how we distribute the world’s natural resources and question how and why this distribution is unequal explore the idea of ‘overconsumption’ 	<ul style="list-style-type: none"> investigate the global challenge of sustainability and how this impacts the globe investigate the global challenge of climate change and how this impacts the globe research key figures: Greta Thunberg, David Attenborough, Wangari Maathai and Isatou Ceesay investigate the global challenge of the movement of borders and people 	
Vocabulary	<p>climate change natural resource consumption renewable non-renewable emissions trade</p>	<p>import export fair trade biodegradable fossil fuels sustainable atmosphere</p>	<p>greenhouse gases global warming environment wind solar biomass geothermal</p>
Experience			

Year 6 - Geography

Summer Term I

Local and Global Mapping



<p>Year 6</p>	<p>Local and Global Mapping</p> 		
<p>Enquiry Question</p>	<p>Explain why and how geographers do fieldwork.</p>		
<p>Unit Sequence</p>	<p>Prior to this unit, pupils have used maps, atlases, globes and digital/computer mapping tools across all geography units. Geographical skills and fieldwork opportunities have been woven through units within each year group. This unit focusses solely on geographical skills and fieldwork, giving pupils an opportunity to investigate a range of maps, draw their own maps, carry out fieldwork and present their findings. This unit is designed to prepare pupils in accessing fieldwork opportunities within Key Stage 3.</p>		
<p>Unit Scope</p>	<p>This unit of study draws on the 'geographical skills and fieldwork' strand of the National Curriculum in Key Stage 2. Within this strand, pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They should also be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. In addition, pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
<p>Core Knowledge</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> investigate different maps of the world and discover what we can learn from them discover how and why maps are drawn investigate what they can learn about their own locality from a range of different maps use fieldwork to draw sketch maps of roads in their locality use field work to draw field sketches of areas within their locality plan and undertake fieldwork within their locality learn to present the data from fieldwork in an organised and useful way 		
<p>Vocabulary</p>	<p>border cartographer elevation compass equator human feature</p>	<p>landmass latitude longitude physical feature prime meridian projection</p>	<p>satellite locality fieldwork data mapping compass</p>
<p>Experience</p>	<p>Orienteering</p>		



Geography Knowledge, Skills & Fieldwork Progression

	End of EYFS	End of Year 2	End of Year 4	End of Year 6
Locational knowledge	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> Use maps to locate the countries of North and South America and make comparisons to the UK and Europe. 	<ul style="list-style-type: none"> Name and locate the main counties and cities in the whole of the UK including their human and physical characteristics Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night)
Place knowledge	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Study the geographical similarities and differences through the study of human and physical geography of a region in the UK and a region within North or South America. 	<ul style="list-style-type: none"> Study the geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of Europe.
Human and physical geography	<ul style="list-style-type: none"> Understand the effect of the changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Identify and understand key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Climate zones, Rivers/ mountains, Biomes, Vegetation belts. Describe and understand types of settlement Describe and understand types of land use. Describe and understand distribution of natural resources: land use and food production. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Volcanoes, Earthquakes, Water cycle. Understand economic activity including trade links Describe and understand distribution of natural resources: energy.

Geographical skills and fieldwork	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and their contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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Key stage 1

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

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a:
 - region of the United Kingdom,
 - a region in a European country,
 - and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including:
 - types of settlement and land use,
 - economic activity including trade links,
 - and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies