Geography

Curriculum

Geography : the big ideas

Our learning will reflect these eight geographical 'big ideas'. These themes reoccur throughout the curriculum so children can embed their knowledge of each and progressively build their knowledge and understanding of our world and the interactions between people and places. While most learning and tasks draws on a number of these concepts, we have identified a concept that most closely matches each lesson so that children have a visual reminder of the links between their lessons.

* these are adapted from the Geographical association

Place - what its like, what happens there, how it changes, emotional response.

Space - location, distribution, patterns and network connections, layout.

Environment - physical and human processes, actions, features, change

Scale - local, regional, national, global

Environmental impact - interactions, change, usage, effects, response

Cultural awareness– diversity, disparity, connections, social identity, values

Interconnections– links between features, places, events and people

Sustainable development - affordable, equality, clean, inclusive, climate friendly.

Nursery + EYFS

EYFS Nursery

	Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
Autumn	Where would you find this? Where have you seen it before? Where do you think it comes from?	• Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.	• Provide interesting natural environments for children to explore freely outdoors. • Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach • Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.	Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if…?
Spring		Continue developing positive attitudes about the differences between people	• Ensure that resources reflect the diversity of life in modern Britain. • Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. .	
Summer	Where do we live? Where have you visited? Where have you been on holiday? How did you get there? What was the same there? What was different there?	• Know that there are different countries in the world . • talk about the differences they have experienced or seen in photos.	• Practitioners can create books and displays about children's families around the world, or holidays they have been on. • Encourage children to talk about each other's families and ask questions. • Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.	Children know they live in COGL. Children know our country is Great Britain Children recognise there are different countries.

EYFS Reception

Place | Cultural awareness | Scale | Environment | Interconnections

	Key questions	National curriculum coverage	Subject- specific skills and knowledge de-velopment	Key tasks
Autumn	Where is our school? What can you see here? How is the photograph different ? How is it the same? How do you travel here? Where else to you go near here?	• Draw information from a simple map. • Experience aerial views, maps and photographs? • Be able to identify wa-ter, land, buildings, roads on ariel pictures.	• Draw children's attention to the immediate environ-ment, introducing and modelling new vocabulary where appropriate. • Familiarise children with the name of the road, and or village/town/city the school is located in. • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple fea-tures. • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	Children can draw a simple map for familiar story (three little pigs?)
Spring	What can you see, hear, feel in this place? How does it look different here from the classroom / playground? How would you describe it ? What is it like?	• Describe what they see, hear and feel whilst out-side.	• Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Listen to children talk about what the ground is like under their feet. (e.g. playground, garden, beach)	Children begin to be aware of different environments. Children can talk about what they see around them.
Summer	What can you see in this picture? How might it be different here? What might be similar? What would you like to know about this place? Would you like to go here?	Recognise some similarities and differences between life in this country and life in other countries.	• .Teach children about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe con-trasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Listen to what children say about what they see.	Children begin to develop an understanding of a wider world where some things like weather and language are different but where many things are the same. Children can talk about plac-es they would like to visit.

KS1

KS1 Cycle A Autumn Where I live: My school

Place Space Interconnections

Overview : This unit starts in the familiar environment of the school grounds. By exploring their immediate environment, the children will become familiar with the idea of mapping and route planning. Children will be encouraged to follow their own interests by developing their own enquiry before working together to present their findings to a wider audience.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key Vocabulary
What is it like? What happens here? Who works here? What job do they do? What can I see in this place Are they treated fairly? Where do they get their food? How do we travel here? What are the key features? Who uses this place? Where is this place in relation to the local area / wider area?	• Develop locational knowledge about our school • Develop locational vocabulary • Collect and communicate data • Interpret maps and aerial photographs • Communicate information through maps and sketches	• Use simple fieldwork skills to study the geography of the school • Make simple observations about the geography of the classroom and school • Ask simple geographical questions • Introduction to maps and keys using aerial photographs and plan perspectives to compare • Simple compass directions NSEW locational and directional language e.g: near far left right to describe locations of features and routes on a map • Draw simple maps • Carry out a survey	Map of school grounds using digimaps as a scaffold. Use a simple map to plan a route e.g. school to butchers. Simple pictogram / graph to show how people travel to school.	Aerial view Birds' eye view Map Direction North South East West Opposite Next to Close Far Away Survey

Possible enquiry

Where is the best place to play?

Who uses this space the most?

Field work

School grounds exploring, investigating mapping.

Prior Learning

ELG covers six core concepts.

Y1: ELG

Y2: weather in my country, hot and cold places, let's visit Australia

KS1 Cycle A Spring Where I live : my town

Interconnections

Sustainable development

Space

Overview: This unit builds directly onto the previous unit taking and applying our learning out into our local communities. We will use a range of maps to find familiar places in our villages (e.g. our school, bridge in Lealholm, memorial in Glaisdale/ Hinderwell, our local church etc) and then create a route from one of these landmarks to school. Fieldwork will involve surveying buildings on the high street.

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key Vocabulary
What can I see when I walk around our town? What is the land being used for? What are the buildings like? What are homes like? what are the key features? (human and physical) How do we connect to other places? Where could I get to from here? (from a bus, a train?) what jobs do people do here? How does tourism effect COGL? What environmental impact does tourism have of COGL? What is changing here? Why?	Collect and analyse data from fieldwork Use maps, photographs and aerial images to recognise landmarks and basic human features Use first hand observation to enhance local awareness Use simple fieldwork and observation to study the surrounding environment. Develop basic geographical vocabulary	• Recognise familiar places in our local area. • Use maps and aerial images to gather information about the local area and locate places/landmarks using simple coordinates (A, 4) • Recap and use compass directions, locational/ directional language to describe locations • Use a growing range of map symbols in a key. • Use simple fieldwork skills to study the geography of the local area. and make simple observations. • Plot a simple route on a map. • Recognise how people can affect the environment. (litter, air pollution etc from tourism) • Express views about the environment and begin to suggest improvements with reasoning.	Map a route from my house (or a local landmark) to school. Colour a map of the high-street using a simple coloured key to show building purpose. Poster and video campaign to improve the local environment.	All vocabulary from Where I live: my school unit. Left Right Symbol Coordinate Landmark Route Environment Litter Pollution

Possible enquiry

What animals come here?

Is our village tidy?

Field work

- Complete a building purpose survey in the village
- Litter pick—count how many pieces of litter collected in different areas.

Prior Learning

ELG covers six core concepts.

Y1: ELG and Where I live: my school.

Y2: weather in my country, hot and cold places, let's visit Australia

KS1 Cycle A Summer Our Blue Planet

Scale

Environmental impact

Overview : Children are introduced to the vastness of the world in this unit finding out about the planet's continents and oceans. The children will discover the negative impact humans have had on the planet by reading The Little Blue Planet Needs you and will suggest ways they can help. Runswick Bay offers the perfect setting for the children to think about how people use the sea.

Book: The little blue planet needs you (Frances Bella) and Clean Up (Nathan Byron)

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key Vocabulary
Why is our planet called 'the blue planet'? What does our planet look like from space? Why are maps different to globes? Where do people settle? What are continents? What is the difference between an ocean and a sea? Why are oceans important? how do humans effect the oceans? What is climate change? How does climate change effect ocean habitats?	• Locate the worlds oceans and continents • Develop geographical questions – Where is it? What is this place like? How near/far is it? • Develop knowledge of globally significant places—marine • Understand the interdependence of human and physical features of the world.	• Understand that the world is spherical. • Locate and name the seven continents and five oceans of the world correctly. • Learn how the oceans and currents effect climate • Recognise that the UK lies within the Atlantic Ocean. • Explore how people use the oceans (global shipping, fishing, salt production)) • Identify how climate change effects oceans and ocean life. How has it been impacted by plastics? Great Pacific Garbage Patch	Label the continents (year 2 label coastal countries) and oceans on a world map. Make a presentation on climate change /global warming Write a letter to the 'little blue planet' explaining how we will help. Field sketch of human and physical features at beach.	Sphere/spherical Earth/world/planet Continents Europe Asia Africa North/South America Oceania Indian, Atlantic, Pacific, Southern, Arctic Oceans Climate (change)

Possible enquiry

Is the ocean all one?

Do people in different continents use the ocean in the same way?

Field work

Visit Runswick Bay and make field sketch of human and physical features.

Interview a sea user (fisherman, life boatman etc.) about how sea use has changed.

Prior Learning

ELG covers six core concepts.

Y1: My school, my town

Y2: weather in my country, hot and cold places (year 2 will need to , let's visit Australia , my school, my town

KS1 Cycle B Autumn The UK and its weather

Space

Environmental impact

Environment

Overview: In this unit, children will find out about the UK's constituent countries and work out exactly where we are in the world. They will create their own map of the UK helping them understand its four parts. They will then become mini-meteorologists recording and presenting the weather.

Book: A stroll through the seasons (Kay Barnham)

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key vocabulary
Where is my country? Where do I live in my country? What types of weather do we have? How does the weather effect me? Is the weather the same all over the uk? How does the weather change over the year? What is a weather report? How can we monitor the weather? what would I need to wear in the summer? On a rainy day? In the winter? What can I do in the winter I can't do in the summer? What happens if there is too much rain? Sun?	• Collect and analyse data gathered through fieldwork • Interpret maps • Record geographical information using quantitative skills. • Identify seasonal weather patterns in the United Kingdom • Develop basic geographical vocabulary	• Name the four countries of the UK, capital cities and surrounding seas • Use world maps and globes to identify the UK and begin to locate her countries. • Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Make recordings about the weather • Explain how weather can affect people's lives in the UK	Make a salt dough map of the UK painting each country in a different colour with capital cities and seas labelled. Keep a record of weather conditions using a weather station. Make a weather report using weather symbols Explain how different w effects us design outfits for (emperor / weather ted?)	United Kingdom England, Scotland, Wales and Northern Ireland London, Edinburgh, Cardiff and Belfast North Sea English Channel Atlantic Ocean Rain, gauge snow, wind vane, sunshine. Cool, cold, hot, mild Symbols, temperature, thermometer.

Possible enquiry

Which part of the school grounds is the sunniest? warmest? best for growing?

Royal Geographical Society - Resources for schools (rgs.org) (weather investigations)

Field work

Use rain gauges, thermometers and wind vanes along with observations of clouds and the ground and garden.

Prior Learning

ELG covers six core concepts.

Y1:

Y2: My school, my town, Our blue planet

KS1 Cycle B Spring Hot and cold places

Place

Scale

Cultural awareness

Overview : Having looked at our own weather, the children will now learn how different places have different weather patterns (climate). This topic gives children the chance to find out about the people and animals living in some of Earth's most different places discovering a wide range of countries. The children will continue to develop their understanding of their place on our planet.

Book: Meerkat Mail

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key Vocabulary
Where are the hottest / coldest places in the world? What is it like there? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here>? How does the weather effect people there? Are they treated fairly? Where do they get their food? What is changing here? Why?	Begin to locate globally significant places Begin to explore the physical and human characteristics of locations around the globe Communicate geographical information in writing Locate hot and cold places in relation to the equator and poles.	• Use world maps and globes to identify the Equator and the North and South Poles. • Use atlases and globes to begin to locate the continents and some countries (year 2) Go Jetters videos • Locate hot and cold countries of the world. • Make comparisons between different places studied including day length, average temperature and average rainfall. • Explain some dangers of the weather including hurricanes and hailstorms • Explain how weather can affect people's lives in other parts of the world.	Locate hot and cold places on a world map and globe Meercat mail postcards .. Recreate for a penguin or polar bear. Would you rather live in (hot place) or (cold place) explain why.	Equator North and South Pole Arctic Antarctica, Africa, Asia, Europe, North/South America, Oceania Climate Teacher to choose a range of hot and cold counties depending on interests.

Possible enquiry

Can polar bears live in the tropics?

Field work

Zoo visit

Prior Learning

ELG covers six core concepts.

Y1: Weather in my country

Y2: My school, my town, Our blue planet, investigating weather in my country

KS1 Cycle B Summer let's visit: Australia

Place Scale

Cultural awareness

Overview: In this unit the children discover the land down under: a country that couldn't be more different to their own.

https://www.rgs.org/schools/teaching-resources/australia/

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks	Key Vocabulary
What do I know about this place? What would I like to know? What can I see here? What is the land being used for? what are the key features? (human and physical) What do people do here? Are they treated fairly? How could we get there? What is the weather like here? Who lives here? How are things the same and different here? What is changing here? Why?	• To ask geographical questions – Where is it? What is this place like? How near/far is it? What do people do here? • Communicate information in a variety of ways. • Understand similarities and differences through studying the human and physical geography of a small area of the Uk and a small area of a contrasting non-European country. • Identify weather patterns	• Locate Australia and its major cities on a map. • To recognise the scale of Australia compared to the UK • Describe human and physical features of Australia and begin to give the location of some of these features. • Begin to understand what 'culture' means and begin to describe aspects of other cultures (Aboriginal) • Compare daily life in Australia with the North York Moors. • Compare the landscape and climate of the Northern Territory to the North York Moors.	Draw a map of Australia and locate the capital city, some main cities and oceans. Same/different gi diagram comparing Northern Territory with North York Moors. Write a travel guic Northern Territory in Australia.	Climate Arid Weather Land use Trend Employment Distribution Oceania Canberra Sydney, Perth, Adelaide, Melbourne. Northern Territory.

Possible enquiry

Where in Australia might be most like COGL? (towards Tasmania)

Field work

Link to Captain Cook? Visit museum?

Prior Learning

ELG covers six core concepts.

Y1: Weather in my country, hot and cold places

Y2: My school, my town, Our blue planet, investigating weather in my country, hot and cold places

KS2

	Autumn	Spring	Summer
A	Our place on Earth/Global Trade	Rivers	Let's visit Greece
B	Where we live: Britain and Europe	Let's visit London	Mountains and Volcanoes
C	Global trade/ Our place on Earth	Let's visit North America	Let's investigate Coasts
D	Where we live the countries and counties of the UK	Where in the World: Bi-omes	Let's visit Brazil

The map above identifies where units are matched together and have shared/similar objectives. This allows for different objectives between LKS2

Cycle A Prior Learning

No matter their starting point, children will have covered the following topics in KS1 (Be aware of gaps in first four years of curriculum along and children who did not start school in year 1):Where I live: My school; Where I live : my town; Our Blue Planet; Investigating the weather in my country; Hot and cold places; Let's visit: Australia; and Our place on the Earth.

	Year 4	Year 5	Year 6
Last year	• Where we live: the countries and counties of the UK • Where in the world—Biomes • Let's visit South America : Brazil	• Where we live: the countries and counties of the UK • Where in the world—Biomes • Let's visit South America : Brazil	• Where we live: the countries and counties of the UK • Where in the world—Biomes • Let's visit South America : Brazil
Two years ago		• Our Place on Earth • Let's visit: North America • Let's investigate: Coasts	• Our Place on Earth • Let's visit: North America • Let's investigate: Coasts
Three years ago			• Where we live: The British Isles • Let's visit: London • Mountains and volcanoes

KS2 Cycle A Autumn Global trade (y5/6) Our Place on Earth (y3/4)

Place

Interconnections

Cultural awareness

Sustainable development

It is necessary to teach y3/4 separately to y5/6 within this unit. This is because without having an awareness of our place on Earth, children will not have the prior knowledge necessary to understand global trade.

Our Place on Earth

Overview: This unit will strengthen children's understanding of the UK and its physical position within Europe. Children will build on their understanding of climate zones from KS1 mapping these across the whole planet. Having learned about the poles in KS1, children will understand how the world can be further split into hemispheres, and lines of longitude and latitude. They will learn a range of European capital cities and be shown how their position in Europe effects their climate.

Global Trade (year 5/6)

https://www.rgs.org/schools/teaching-resources/global-trade/

Overview: This unit brings together much of the children's learning from throughout the key stage. They will identify the distribution of global businesses and compare the difference between more and less economically developed countries. They will consider where our food comes from and investigate the possible global impact of food miles. We will also learn about food production and the importance of this for the economies of less developed countries. Finally we will learn about Fairtrade and consider the sustainability of food production in the future.

Possible enquiry

Where do the ingredients in a meal come from?

Where do my clothes come from?

What does/did North Yorkshire export?

Field work

Y3/4—weather data.

Y5/6— trip to local shops to see where our food comes from.

Collect data from farming families to see where they export food to.

Key Vocabulary:

Y3/4:

Poles

Hemisphere

Tropics

Equator

Latitude/longitude

Climate

Temperate

Y5/6:

Trade

Economy

Import

Export

Primary/secondary/tertiary

Raw materials

Supply chain

Manufacturing

Highest value exports

KS2 Cycle A Autumn Global trade (y5/6) Our Place on Earth (y3/4)

Place | Interconnections | Sustainable development | Cultural awareness

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	
		Year 3 and 4	Year 5 and 6
What is a global company? Do they operate ethically? Is it fair? How does physical geography effect international trade? What does the UK export and import most of? Where do the foods we eat come from? What is the global impact of importing foods? How can we make food more sustainable? What is fair trade? What is it like there? What are the key features? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here>? How does the weather effect people there?	Year 3 and 4 • Develop knowledge of globally significant places • Describe and understand key aspects of climate zones • Identify the position and significance of latitude, longitude, hemispheres, tropics , Arctic and Antarctic circle. • Locate the worlds countries –focus Europe Year 5 and 6 • Locate the worlds countries and major cities • Develop knowledge of the distribution of natural resources. • Understand the interconnections between countries through trade links • Consider the environmental and human impact of international trade	• Identify our place geographically within Europe and the World. • Identify the equator, Northern and southern hemispheres on a globe and map. • Identify lines of latitude: tropics of Cancer, Capricorn , Arctic and Antarctic circles on a map and globe. • Identify the key climate zones in relation to the equator. • Identify lines of longitude in relation to Greenwich • compare how the global position of major European capitals effects their climate.	• Locate global companies on a map. • Look at physical geography in relation to trade. • Use research skills to discover how trade has changed through time through time. • Use maps and atlases to locate the source of a range of foods. • Calculate distance travelled by products using map scale. • Use maps and atlases to locate more and less developed countries. • Drawing conclusions from data. • Looking at case studies of Fairtrade industries

Key tasks
Year 3 and 4 • Label the major lines of latitude on a map. • Create a climate zone map. • Post cards from a range of European capitals. Year 5 and 6 • Trade timeline • Annotated map to show where the food we eat comes from • Poster / explanation text why pay more for fairtrade?

KS2 Cycle A Spring let's investigate Rivers

Environment

Sustainable development

Overview: This unit begins by visiting the water cycle. It then moves onto a rivers journey and flooding before mapping the River Thames: the UK's second longest, but arguably most iconic river. Children will use ordnance survey maps to develop their understanding of river features. For some children this will be the first time they are taught about erosion. For those who have already covered the Coast unit, they will be able to apply their understanding to a new scenario. They will then look at a range of waterfalls before ending the unit with fieldwork at one of North Yorkshire's rivers. Royal Geographical Society - Resources for schools (rgs.org)

Possible enquiry

Do rivers change speed?

Are rivers bigger in cold countries?

Are we taking care of our rivers?

Field work

Royal Geographical Society - Resources for schools (rgs.org) (river fieldwork guidance)

River study/walk—Tees or Esk.

Litter survey.

Pollution survey.

Key Vocabulary:

Source

upper course

middle course

lower course

Channel

V-shaped valley

tributaries,

Erosion

Deposition

Transportation

Undercutting

oxbow lake

Mouth

Delta

estuary meander

surface run-off

Throughflow

KS2 Cycle A Spring let's investigate Rivers

Environment

Sustainable development

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
How does a river start? Where does it go? Why do different parts of the river look different? Do rivers stay in the same place? What happens when they flood? Is flooding always bad? What is a waterfall? Where does that water come from? How do we use rivers? How do humans change rivers?	Describe and understand key aspects of the water cycle. Describe and understand key aspects of rivers Locate key topographical features including rivers Use fieldwork to observe, measure, record and present physical features . Use 6 figure grid references.	• List the main events in the water cycle • Compare the features of a river at different points along its course. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • Explain how meanders form. • Describe how waterfalls are formed. • Identify meanders on a map and photograph • Compare the length of rivers. • Research the major rivers of the world. • List some ways that rivers are used and consider the impact of this on the environment.	Create a water cycle in a bag. Draw an annotated diagram of the water cycle. Create a model or draw a diagram of the parts of a river to show how water travels to the sea. Conduct a study of the River Esk or River Tees and write a report.

KS2 Cycle A Summer Let's visit the Mediterranean

 Place  Environment  Cultural awareness

Overview: This unit deepens children's understanding of Europe taking a "zoom lens" approach to a Mediterranean locality. It moves from the macro (an overview of Europe) to the micro (everyday life in the historic city of Bologna, Italy) whilst identifying core opportunities for learning at each geographical scale.

Children's stage on their geographical journey will become very clear on this module through the rolling assessment task (the Mediterranean Mission) that will be introduced in the first lesson. In this weekly activity, children will apply their previous learning to the Mediterranean creating an interactive presentation that imparts their growing knowledge of the Mediterranean region.

https://www.rgs.org/schools/teaching-resources/the-mediterranean/

Key Vocabulary:

Europe

Continent

Political entity (European Union)

Scale

Key

Orientation

Physical features

Human features

Economy

Climate

Peninsula

Capoluogi (principal cities)

Regions

Regional map

Possible enquiry

Where in the Mediterranean is it hottest?

Are all Mediterranean countries the same?

How is the Mediterranean changing?

Field work

map use, globes and digital/computer mapping to locate countries and describe features studied.

KS2 Cycle A Summer Let's visit: the Mediterranean

Place Cultural awareness

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
What do I know about this place? What would I like to know? What can I see here? What is the land being used for? what are the key features? (human and physical) How could we get there? What is the weather like here? Who lives here? How are things the same and different here? How does tourism effect a Mediterranean country? What is the climate here? What food grows here?	• Understand geographical similarities and differences through the study of human and physical geography of COGL and a region in a European country • Human geography: settlement and land use, economic activity and trade links. • Locate the worlds countries using maps and globes.	• To identify where countries are in the Mediterranean including knowledge of :Where does the Mediterranean Sea end? What does the Mediterranean form a part of? What does the Mediterranean connect to? • Use satellite and plan maps to identify the key physical features of Mediterranean countries • Use satellite and plan maps to identify settlements and population spread. • Investigate what foods are farmed here and how does that impact diet and international trade • Investigate a small location in a Mediterranean country	• Explore the wider geography of the Mediterranean: its climate zones, mountains rivers and earthquake zones. Types of settlement and land use. • identify similarities differences between the climate of a Mediterranean country and where they live. • identify similarities and differences between the human geography of a Mediterranean country and where they live(types of settlement, land-use, economic activity including trade links.	Write a message in a bottle from a Mediterranean country. Write a section class holiday brochure for tourists visiting Bologna focusing in on a specific aspect of the city. The Mediterranea A powerpoint or similar built up over a number of weeks demonstrating key learning.

Cycle B Prior Learning

No matter their starting point, children will have covered the following topics in KS1 (Be aware of gaps in first four years of curriculum along and children who did not start school in year 1):Where I live: My school; Where I live : my town; Our Blue Planet; Investigating the weather in my country; Hot and cold places; Let's visit: Australia; and Our place on the Earth.

	Year 4	Year 5	Year 6
Last year	• Our place on Earth • Let's investigate: rivers • Let's visit: Mediterranean	• Our place on Earth • Let's investigate: rivers • Let's visit: Mediterranean	• Global Trade • Let's investigate: rivers • Let's visit: Mediterranean
Two years ago		• Where we live: the countries and counties of the UK • Where in the world—Biomes • Let's visit South America : Brazil	• Where we live: the countries and counties of the UK • Where in the world—Biomes • Let's visit South America : Brazil
Three years ago	•	•	• Our Place on Earth • Let's visit: North America • Let's investigate: Coasts

KS2 Cycle B Autumn Where we live: The British Isles

Place Interconnections Space

Overview : This unit starts the same as the Autumn Term Cycle D unit Where we Live: Countries and counties of the UK ensuring that year 3 and 4 have an understanding of the British Isles and its constituent parts and a knowledge of time zones which they can then apply throughout other units.

Year 5 and 6 will develop their understanding of the countries' differences in more detail before going on to study how the climate, relief and soils of the UK lead to different crops and livestock following the Trace the Taste RGS lesson.

The children will all come back together to finish the unit by looking closely at the Shetland Isles planning a journey to Unst.

https://www.rgs.org/schools/teaching-resources/the-united-kingdom/

Possible enquiry

Why is Greenwich the prime meridian?

Where in Europe has the longest day?

Why do we have so many sheep on the moors?

Field work

Treasure hunt / geocaching?

Visitor to talk about Shetlands or island life.

Visitor to talk about farming—trip to farm?

Royal Geographical Society - Resources for schools (rgs.org) (rural investigations guidance)

Key Vocabulary:

United Kingdom

Great Britain

The British Isles

Constituent countries

North-east, south-east etc.

Political map

Physical map

Lines of longitude

Lines of latitude

Greenwich prime meridian

Greenwich mean time

Time zones

Agriculture

Climate

Relief

Arable farming

Mixed gardening

Hill sheep

Dairy farming

KS2 Cycle B Autumn Where we live: The British Isles

Scale Interconnections Space

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
How do we locate places? What are the British Isles? What do I know about this place? What would I like to know? What can I see here? What is the land being used for? what are the key features? (human and physical) How could we get there? What is the weather like here? Who lives here? How are things the same and different here? What is Europe? What is The European union?	Extend understanding of the United Kingdom Identify the position and significance of latitude, longitude and time zones. Locate the worlds geographical regions and compare this to political regions Describe types of settlement and land use Use 8 points of a compass and four figure grid references .	• Be able to identify the difference between the British isles, Great Britain and the United Kingdom • Locate the main Islands that surround Great Britain • Use 8 points of a compass to describe the position of the main islands around Great Britain • Understand longitude, latitude, Greenwich meridian and time zones • Investigate how the longitude of the Shetland islands effects its climate and day length.	• To identify constituent countries of the UK, their national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life • Locate Yorkshire on a map and it's key cities and tourist attractions. • Use aerial photographs and topological mapping to investigate key physical and human features of the UK • Investigate how the longitude of the Shetland islands effects its climate and day length.	Y3/4: Produce annotated maps of the British Isles, Great Britain and the United Kingdom including major islands. Y5/6: Produce a report for King Charles on each of the UK's constituent countries. Y3/4: Use digimaps timezone overlay to plan flights to and from different destinations that cross different timezones. Y5/6: Create a sales pitch for traditional regional food products. Plan a journey from COGL to Unst in the Shetland Isles

KS2 Cycle B Spring let's visit: London

Sustainable development Place Space

Overview :

Children will now zoom in on the UK's capital cities building their understanding of different types of settlements and their characteristics by comparing a range of data sources including satellite images.

They will learn about the history of London and track how its population changed over time. Children will look at migration to London at various times in history and consider why London has such a diverse population. They will then consider London as a contributor to the national economy due to tourism before asking why different people visit London and how their needs vary.

Key Vocabulary:

Capital

Settlements

Urban

Conurbation

Inhabitants

Tourists

Migration

Migrants

Diverse

Economy

Sustainability

Possible enquiry

How has London changed over time?

What will happen to London in the future?

Ideas for field work

Survey children in London.

Use London census data to answer a question.

Use research to identify different types of businesses in London.

KS2 Cycle B Spring let's visit: London

Sustainable development Place Space

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
What are settlements? What are the characteristics of a city? What makes a capital city? Why is London our capital? Why is it where it is? How has London changed? What can I see here? What is the land being used for? what are the key features? (human and physical) How do we connect to other places? Where could I get to from here? what jobs do people do here? How does tourism effect London ?	Investigate types of settlement and land use Understand the key human and physical characteristics of major cities Recognise land use patterns and how these have changed over time Begin to discuss population, trade links and economic activities. Use four figure grid references, symbols and keys to build knowledge of the UK.	• Explain the role, size and characteristics of a village, town and city. • Identify and compare the four capitals of the UK using satellite images and plan representations. • Understand the key features that made London a key settlement in the past • Recognise how London and its population has changed over time. • To make the link between population and settlement and understand reasons for why London has a diverse population • Explore why visitors come to London and how their needs and interests vary.	• Understand types of settlement and compare life in London to our village. • Use maps, atlases, globes and digital/ computer mapping to identify and compare the four capitals of the UK. • Describe and understand key aspects of physical geography that made London a key settlement in the past. • Recognise how London and its population has changed over time. • To make the link between population and settlement and understand reasons for why London has a diverse population • Explore why visitors come to London and how their needs and interests vary.	Make a graph (pictogram/bar graph/histogram) comparing populations of Capital cities. More able children could use line graphs to show change over time. Use a four figure grid reference to locate key tourist destinations on a map. Plan a visit for a specific type of tourist in London including tourist attractions and directions from London Kings Cross using the underground.

KS2 Cycle B Summer Mountains and Volcanoes

Environment

Environmental impact

Overview,

In order to inspire a curiosity and fascination with the world, the intention is to begin, in the first lesson, with discovering the physical geography of Mount Everest. Children will then go on to establish the location of the world's main mountain ranges.

Developing an understanding of tectonic plates will allow children to understand how mountains are formed before looking at another type of mountain: volcanoes. This understanding will allow them to explore earth-quakes learning about the San Andreas fault in Western USA.

There is a large amount of vocabulary to be learned in this unit which will need to be revisited through teaching in other units.

Royal Geographical Society - Resources for schools (rgs.org)

Key Vocabulary:

Mountain

Peak

Summit

Mountain range

Sea level

Altitudes

Ridge

Glacier

Crevasse

Inner core

Outer core

Mantle

Crust

Tectonic plates

Seismic

Geologist

KS2 Cycle B Summer Mountains and Volcanoes

Environment Environmental impact

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
What is a mountain range? Where are the tallest mountains? Where are volcanoes found? How do volcanoes form? What makes earthquakes happen? How do we make cites safe from earthquakes? What happened at Pompeii? Why do people still live near volcanoes? What is changing here? Why?	• Name and locate key topographical features and understand how these change over time • Understand the processes that give rise to key physical features of the world • Interpret a range of sources • Communicate geographical information in a variety of ways • Describe and understand key aspects of mountains, volcanoes and earthquakes.	• name the layers that make up the Earth Layers of the Earth Quiz - World Geography Games (world-geography-games.com) • Locate major mountain ranges Mountain Ranges of the World Quiz - World Geography Games (world-geography-games.com) • Explain how mountains form • name the key parts of a volcano • show where most volcanoes are found • categorise volcanoes as extinct, dormant or active • explain how to keep safe during an earthquake (NZ emergency plans checklist) • describe what happens when a volcano erupts • describe some risks and benefits of living near a volcano (Napoli) • explain why earthquakes occur	Identify and label major mountain ranges in the UK and World, Write a non chronological report on volcanoes of the world. Write a risk assessment for earthquake management.

Cycle C Prior Learning

No matter their starting point, children will have covered the following topics in KS1 (Be aware of gaps in first four years of curriculum along and children who did not start school in year 1):Where I live: My school; Where I live : my town; Our Blue Planet; Investigating the weather in my country; Hot and cold places; Let's visit: Australia; and Our place on the Earth.

	Year 4	Year 5	Year 6
Last year	• Where we live: The British Isles • Let's visit :London • Mountains and volcanoes	• Where we live: The British Isles • Let's visit :London • Mountains and volcanoes	• Where we live: The British Isles • Let's visit :London • Mountains and volcanoes
Two years ago		• Our place on Earth • Let's investigate: rivers • Let's visit: Mediterranean	• Our place on Earth • Let's investigate: rivers • Let's visit: Mediterranean
Three years ago			• Where we live: countries and counties of the UK • Where in the world: Biomes • Let's visit: Brazil

KS2 Cycle A Autumn Global trade (y5/6) Our Place on Earth (y3/4)

Place

Interconnections

Cultural awareness

Sustainable development

It is necessary to teach y3/4 separately to y5/6 within this unit. This is because without having an awareness of our place on Earth, children will not have the prior knowledge necessary to understand global trade.

Our Place on Earth

Overview: This unit will strengthen children's understanding of the UK and its physical position within Europe. Children will build on their understanding of climate zones from KS1 mapping these across the whole planet. Having learned about the poles in KS1, children will understand how the world can be further split into hemispheres, and lines of longitude and latitude. They will learn a range of European capital cities and be shown how their position in Europe effects their climate.

Global Trade (year 5/6)

https://www.rgs.org/schools/teaching-resources/global-trade/

Overview: This unit brings together much of the children's learning from throughout the key stage. They will identify the distribution of global businesses and compare the difference between more and less economically developed countries. They will consider where our food comes from and investigate the possible global impact of food miles. We will also learn about food production and the importance of this for the economies of less developed countries. Finally we will learn about Fairtrade and consider the sustainability of food production in the future.

Possible enquiry

Where do the ingredients in a meal come from?

Where do my clothes come from?

What does/did North Yorkshire export?

Field work

Y3/4—weather data.

Y5/6— trip to local shops to see where our food comes from.

Collect data from farming families to see where they export food to.

Key Vocabulary:

Y3/4:

Poles

Hemisphere

Tropics

Equator

Latitude/longitude

Climate

Temperate

Y5/6:

Trade

Economy

Import

Export

Primary/secondary/tertiary

Raw materials

Supply chain

Manufacturing

Highest value exports

KS2 Cycle C | Autumn | Global trade (y5/6) | Our Place on Earth (y3/4)

Place | Interconnections | Sustainable development | Cultural awareness

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
What is a global company? Do they operate ethically? Is it fair? How does physical geography effect international trade? What does the UK export and import most of? Where do the foods we eat come from? What is the global impact of importing foods? How can we make food more sustainable? What is fair trade? What is it like there? What are the key features? What can I see in this place? Who lives there? What jobs do they do? How do you travel here? What do people do here>? How does the weather effect people there?	Year 3 and 4 • Develop knowledge of globally significant places • Describe and understand key aspects of climate zones • Identify the position and significance of latitude, longitude, hemispheres, tropics , Arctic and Antarctic circle. • Locate the worlds countries –focus Europe Year 5 and 6 • Locate the worlds countries and major cities • Develop knowledge of the distribution of natural resources. • Understand the interconnections between countries through trade links • Consider the environmental and human impact of international trade	• Identify our place geographically within Europe and the World. • Identify the equator, Northern and southern hemispheres on a globe and map. • Identify lines of latitude: tropics of Cancer, Capricorn , Arctic and Antarctic circles on a map and globe. • Identify the key climate zones in relation to the equator. • Identify lines of longitude in relation to Greenwich • compare how the global position of major European capitals effects their climate.	• Locate global companies on a map. • Look at physical geography in relation to trade. • Use research skills to discover how trade has changed through time through time. • Use maps and atlases to locate the source of a range of foods. • Calculate distance travelled by products using map scale. • Use maps and atlases to locate more and less developed countries. • Drawing conclusions from data. • Looking at case studies of Fairtrade industries	Year 3 and 4 • Label the major lines of latitude on a map. • Create a climate zone map. • Post cards from a range of European capitals. Year 5 and 6 • Trade timeline • Annotated map to show where the food we eat comes from • Poster / explanation text why pay more for fairtrade?

KS2 Cycle C Spring Let's visit USA

Place Environment Cultural awareness

Overview: This unit starts by developing a broad understanding of the USA with children identifying key features/locations. Children will then make links between the physical geography of the USA and population density while also recapping understanding of the range of climate zones with a particular focus on Californian droughts. Children will build on their strong agricultural knowledge by learning about the challenges facing US farmers before using the range of knowledge and skills they have learned to compare the familiar city of York to its grand namesake: New York.

https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/

Possible enquiry

Which climate do Americans prefer to live in?

What jobs do people do in York?

How are New York and York different?

Field work

Using census data to explore population distribution change.

Using mapping tools to compare York and New York.

Key Vocabulary:

North America

United States of America

Bordering countries

Settlements

Landscapes

Climate

Population

Distribution

Census data

Populous

Desert

Drought

Arid

California

Impact/effect

Social/economical/political

Agricultural

Threats

Challenges

Factors

KS2 Cycle C Spring Let's visit USA

Place Environment Cultural awareness

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
What do I know about this place? What would I like to know? What can I see here? What is the land being used for? What are the key features? (human and physical) Who lives here? What jobs do they do? How do you travel here? What do people do here? How does the weather effect people there? Are they treated fairly? Where do they get their food? What is changing here? Why?	• Develop contextual knowledge of the location of globally significant places. • Locate north America and understand its environmental regions, key physical and human characteristics and major cities. • Understand geographical similarities and differences through a study of a region within North America	• To identify the key geographical features of the USA. • Use satellite and plan maps to identify the key physical features. • Use satellite and plan maps to identify settlements and population spread. • Investigate how latitude effects the different climate zones within North America. • Investigate what foods are farmed and how that impacts diet and international trade.	• To identify the key geographical features of the USA. • Explore the wider geography of the USA. Its climate zones, mountains rivers and earthquake zones. Types of settlement and land use. • identify similarities and differences between the climates of California and North Yorkshire. • Investigate what foods are farmed and how that impacts diet and international trade. • identify similarities and differences between the human geography of New York and York (types of settlement, land-use, economic activity including trade links.)	Annotate a map of the USA using atlases to locate states and key features of each. Present findings from research on drought in California. Write a report comparing the similarities and differences between York and New York.

KS2 Cycle C Summer Let's investigate: coasts

 Place

 Environment

 Environmental impact

Overview: This half term our learning takes place closer to home as we look at our local beaches (Runswick Bay, Staithes, Whitby, Scarborough) and learn about the effect the weather and seas have on the landscape. For some children, this will be the first time they have been taught about erosion. For those who have already been taught the Rivers unit, this will be a chance to apply their learning to a new scenario. Their science learning about rocks will also come in handy to understand how the caves at Runswick Bay have formed and what might happen to them in the future.

Where possible, children will visit local beaches to enrich their learning. Where this is not possible, children will use a range of secondary sources such as digital mapping, photographs, panoramas and videos to help them see the impact of the ocean on our coastline and to see human's attempts to slow this process.

Key Vocabulary:

Weathering

Erosion

Sediment

Sedimentary rock

Tides

Deposition

Ecosystem

Tides

arch

Stack

Stump

cave systems

Groins

jetties,

breakwaters,

seawalls.

Possible enquiry

How have different places on the coast dealt with erosion?

Trace the history of a coastline using digimaps.

Field work

Beach studies, erosion, wave patterns

Trip to Staithes/Runswick Bay to study erosion features.

KS2 Cycle C Summer Let's investigate: coasts

Place Environment Environmental impact

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
How is sand formed? Why do we have beaches? How are beaches different? What physical features would I see on the coasts of the UK? What is erosion? What are the consequences of erosion? What can I see on the beach? Has the coastline always looked like this? What can be done to prevent erosion? What will happen in the future?	• Describe and understand key aspects of coastal regions • Understand how coastal regions change over time • Consider the impact on coastal communities of coastal erosion • Use fieldwork to observe, measure, record and present physical features .	• name different types of weathering • describe how physical, chemical and biological weathering change rocks • explain how erosion and deposition form coastal features • explain how some coastal features are formed • identify the location of some famous UK coastal features • describe how a coastline might have looked in the past and how a coastline might look in the future • What are the implications of coastal erosion in North Yorkshire (Staithes? Runswick Bay? St Mary's church?)	Create a report on the impact coastal erosion has had in Staithes or another local coastal area using digimaps (1890 overlay) What the implications are for the future? Create a video presentation to explain what has caused local coastal features. A comparison of beach profiles (annotated diagrams) Double page spread on erosion

Cycle D Prior Learning

No matter their starting point, children will have covered the following topics in KS1 (Be aware of gaps in first four years of curriculum along and children who did not start school in year 1):Where I live: My school; Where I live : my town; Our Blue Planet; Investigating the weather in my country; Hot and cold places; Let's visit: Australia; and Our place on the Earth.

	Year 4	Year 5	Year 6
Last year	• Our Place on Earth • Let's visit: North America • Let's investigate: Coasts	• Our Place on Earth • Let's visit: North America • Let's investigate: Coasts	• Global Trade • Let's visit: North America • Let's investigate: Coasts
Two years ago	•	• Where we live: The British Isles • Let's visit :London • Mountains and volcanoes	• Where we live: The British Isles • Let's visit :London • Mountains and volcanoes
Three years ago			• Our place on Earth • Let's investigate: rivers • Let's visit: Mediterranean

KS2 Cycle D Autumn Where we live: the countries and counties of the Uk

Place Space Cultural awareness

Overview: This unit starts the same as the Autumn Term Cycle B unit Where we Live: Britain and Europe although ensuring that year 3 and 4 have an understanding of the British Isles and its constituent parts and a knowledge of time zones which they can then apply throughout other units.

Year 5 and 6 will develop their understanding of the countries' differences in more detail before going on to study how the climate, relief and soils of the UK lead to different crops and livestock following the Trace the Taste RGS lesson.

The children will all come back together to finish the unit by exploring how migration has led to a rich, diverse Britain using the RGS Best of British lesson.

https://www.rgs.org/schools/teaching-resources/the-united-kingdom/

Possible enquiry

Why is Greenwich the prime meridian?

Where in Europe has the longest day?

Why do we have so many sheep on the moors?

Field work

Treasure hunt / geocaching?

Visitor to talk about immigration experience?

Visitor to talk about farming—trip to farm?

Royal Geographical Society - Resources for schools (rgs.org) (rural investigations guidance)

Key Vocabulary:

United Kingdom

Great Britain

The British Isles

Constituent countries

North-east, south-east etc.

Political map

Physical map

Lines of longitude

Lines of latitude

Greenwich prime meridian

Greenwich mean time

Time zones

Agriculture

Climate

Relief

Arable farming

Mixed gardening

Hill sheep

KS2 Cycle D Autumn Where we live: the countries and counties of the Uk

Place Space Cultural awareness Sustainable development

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
How are the parts of the UK similar and how are they Different? Where does farming happen? Where do people choose to live and why? What happens in our cities? What happens in the countryside? How are we linked to the other areas of the country? Where have you been ? What did you see? What makes us unique? How are things changing? What cultures make up our population?	• Name and locate counties and cities of the UK,. • To recognise Geographical regions of the UK and their identifying human and physical characteristics and land-use patterns. • Use ordinance survey maps to build their knowledge of the united kingdom. • Understand how land-use and population spread has changed overtime.	• . Be able to identify the difference between the British isles, Great Britain and the United Kingdom • Locate the main Islands that surround great Britain • Use 8 points of a compass including to locate the main islands around great Britain • Understand longitude, latitude, Greenwich meridian and time zones • To understand how processes of globalisation and migration have led to Britain being a multicultural society, and to recognise trends and patterns resulting in some areas being more culturally diverse than others	• To identify constituent countries of the UK, their national emblems, population data and characteristics and cultural characteristics including language, traditions and ways of life • Locate Yorkshire on a map and it's key cities and tourist attractions. • Use aerial photographs and topological mapping to investigate key physical and human features of the UK • Explore topographical similarities and differences between regions of the UK and how this influence farming and local produce • To understand how processes of globalisation and migration have led to Britain being a multicultural society, and to recognise trends and patterns resulting in some areas being more culturally diverse than others	Y3/4: Produce annotated maps of the British Isles, Great Britain and the United Kingdom including major islands. Y5/6: Produce a report for King Charles on each of the UK's constituent countries. Create a sales pitch tional regional food products. Create a bar graph from the 2011 census (2021 if available) showing the different ethnic groups living in England and Wales.

KS2 Cycle D Spring where in the world—Biomes.

Place | Environmental impact | Cultural awareness

Overview : Children will begin this unit developing a broad understanding of biomes linking to their previous knowledge of climate. They will focus on a biome of their choice developing an indepth knowledge of the flora and fauna within that biome to create a "biome in a box".

We will then focus in on our local area drawing expertise from the North Yorkshire Moors Education Service and undertaking a range of fieldwork.

The children will draw on a range of sources to write a non-chronological report on moor management developing their understanding of their local area and the human activity that affects the geography of the area.

Key Vocabulary:

Biome

Climate

Tundra

Desert

Grassland

Coniferous

Deciduous

Tropical

Aquatic

Moorland

Possible enquiry

How are the moors changing?

Who lives in the moors?

Are the people who live her e changing?

Are the North York Moors truly unique?

Are the moors a biome of their own?

Field work

Royal Geographical Society - Resources for schools (rgs.org)

KS2 Cycle D Spring where in the world—Biomes.

Place Environmental impact Cultural awareness

Key questions	National curriculum coverage	Subject- specific skills and knowledge development	Key tasks
Where are the major biomes of the world found? What is it like there? What can I see in this place? Who and what lives there? What grows here? How do you travel here? What do people do here? How does the weather effect people there? How is climate change effecting these places? What is changing here? Why?	• describe and understand key aspects of: physical geography, including: climate zones, biomes • 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. • location and characteristics of a range of the world's most significant human and physical features. . • Locate the worlds countries using maps and globes.	• Describe the features of key biomes : rainforest, temperate forest, desert, tundra, grassland and savanna. • Compare the effect climate has on biomes across the world • Consider how climate change and human activity might be effecting biomes	Map the world's biomes and create a biome in a box . Carry out a field study of a local moorland/woodland. Write a non-chronological report on moor management (how human activity maintains this unique biome).

KS2 Cycle D Summer Let's visit South America : Brazil

Sustainable development

Cultural awareness

Interconnections

Environment

Overview: In this unit, children will travel to the hitherto undiscovered lands of the Amazon where they will build on their understanding Brazilian biomes and climate zones from their varied starting points. They will meet people with lives very different to their own and use Brazil to understand why there has been a worldwide shift towards people living in urban areas. They will research indigenous people and present a piece entitled *Life in the Rainforest*.

Possible enquiry

How are the rainforests changing?

Does it rain more in North Yorkshire or North Brazil?

Field work

Collecting weather data to compare with Brazilian weather data.

Collecting settlement data e.g. occupations in our village to compare to Brazilian.

Key Vocabulary:

Biomes

vegetation

rainfall

tropical

undergrowth

leaf canopy

Vines

fungi

forest floor

understory layer

canopy layer

emergent layer

Deforestation

tropical

oxygen

carbon dioxide

Logging

Plantations

Ecosystems

indigenous.

KS2 Cycle D Summer Let's visit South America : Brazil

Sustainable development | Cultural awareness | Interconnections | Environment

Key questions	National curriculum coverage	Subject- specific skills and knowledge development		Key tasks
		Year 3 and 4	Year 5 and 6	
What do I know about this place? What would I like to know? What can I see here ? What is the land being used for? what are the key features? (human and physical) How could we get there? What is the weather like here? Who lives here? How do they live here? What jobs do they do? Is it fair? What is changing here? Why?	• Develop contextual knowledge of the location of globally significant places. • Locate South America and understand its environmental regions, key physical and human characteristics and major cities. • Understand geographical similarities and differences through a study of a region within South America	• Use maps, atlases and globes to name and locate South America, Brazil and surrounding countries and oceans. • Understand the physical geography of Brazil e.g. biomes and vegetation belts, climate zones rivers and mountains. (Check prior knowledge for each year group) • Explain the role, size and characteristics of a village, town and city. • Find the differences between life of the rich and poor and understand how the two live side by side • Research indigenous peoples of Brazil	• Use maps, atlases, globes and digital/computer mapping to name and locate South America, Brazil and surrounding countries and oceans. • Describe and understand key aspects of physical geography, including biomes and vegetation belts, climate zones rivers and mountains. • Understand types of settlement and compare life in rural and urban areas of Brazil • Find the differences between life of the rich and poor and understand how the two live side by side • Research indigenous peoples of Brazil	Create climate graphs. Write a letter explaining why they have chosen to move from the rural north to the urban south of Brazil. Life in the rainforest double page spread.

Appendix 1 KS2 Generic Geographical Vocabulary to be used in all units

Diagram	Field-work	Physical features	Human features	Local area
Annotated	Observe	Longitude	Economy	Locality/location
Scale	Record	Latitude	Trade	Borders
Grid reference	Measure	Hemisphere	Natural resources	Rural
Co-ordinates	Data	Continents	Manmade	Urban
Key	Present	Countries	Agricultural	Settlement
Symbol	Similarities/differences	Counties	Environment	Population
Atlas	Topographical	Region/regional	Distribution	Inhabitants
Overlay	Ordnance Survey	position	Industry	Renewable

Nb. This list is not exhaustive.