



Our Geography Intent

Nursery Curriculum Intent

Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

3 & 4 year olds

Advent

- To know their own life-story.
- To know their own family's history.

Lent

- To know how to talk about significant events in my own experience.

Pentecost

- To know how to talk and remembers about significant events in my own experience.

People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

3 & 4 year olds

Advent

- To know own immediate family and relations.

Lent

- To know how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea in pretend play.

Pentecost

- To know how to show interest in the lives of people who are familiar to me.
- To knows how to develop positive attitudes about the differences between people.

<ul style="list-style-type: none"> To know how to show an interest in different occupations and ways of life. (starting to) To know that my new friends have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> To know how to recognise and describe special times or events for family or friends.
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The natural world

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> To know how to play with small-world models such as a farm, a garage or a train track. To know about and notices features of objects in the environment. To know how to use all their senses in hands-on exploration of natural materials. To know to show care and concern for living things and the environment. To know about and understands the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> To know how to explore collections of materials with similar and/or different properties. To know that they need to respect and care for the natural environment and all living things. (Starting to). To know how to talk about what they see, using a wide vocabulary. To know how to talk about the differences between materials and changes they notice. To know how to talk about why things happen and how things work. To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. 	<ul style="list-style-type: none"> To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. To know about and understands the key features of the life cycle of a plant and an animal. To know about and is developing an understanding of growth, decay and changes over time. To know how to plant seeds and care for growing plants. To know how to explore and talk about different forces they can feel.

Reception Curriculum Intent

Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Advent	Lent	Pentecost
<ul style="list-style-type: none">• To know how to talk and remember about significant events in own experience.• To know that some places are special to members of their community.• To know how to compare and contrast characters from stories, including figures from the past.• To know how to comment on images of familiar situations in the past.	<ul style="list-style-type: none">• To know how to recognises and describe special times or events for family or friends.	<p>ELG Past and Present</p> <ul style="list-style-type: none">• To know how to talk about the lives of the people around them and their roles in society.• To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture, and communities

ELG: Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know how to show interest in the lives of people who are familiar to them. • To know how to talk about members of their immediate family and community. • To know how to name and describe people who are familiar to them. • To know how to show an interest in different occupations and ways of life (starting to). • To know how to draw information from a simple map. 	<ul style="list-style-type: none"> • To know how to recognise that people have different beliefs and celebrate special times in different ways. • To know how to recognise some similarities and differences between life in this country and life in other countries. • To know how to show an interest in different occupations and ways of life. 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • To know how to 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.

The natural world

ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • To know how to ask questions about aspects of my familiar world such as the place where I live or the natural world. 	<ul style="list-style-type: none"> • To know how to talk about why things happen and how things work. 	<p>ELG: The Natural World</p>

<ul style="list-style-type: none"> • To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. • To know about growth, decay and changes over time (developing understanding). • To know how to show care and concern for living things and the environment. • To know how to explore the natural world around them. 	<ul style="list-style-type: none"> • To know how to describe what they see, hear and feel whilst outside. • To know how to recognise some environments that are different to the one in which they live. • To know and understand the effect of changing seasons on the natural world around them. • To know how to explore the natural world around them, making observations 	<ul style="list-style-type: none"> • To know how to explore the natural world around them, making observations and drawing pictures of animals and plants • To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • To know how to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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YEAR 1 GEOGRAPHY INTENT

Human & Physical Knowledge: Covered over one week every half term:

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to key physical features, including season and weather

Core Knowledge:

- Know and record the weather across a week.
- Know and recognise main weather symbols.
- Know what season they are currently in.
- Know the order the seasons rotate in
- Know the months included in each season.
- Know what weather types are commonly associated with each season in the UK.
- Know which is the hottest and coldest season in the UK.

Skills:

- Observe, name and record weather patterns across a period of time.
- Use simple equipment to measure weather types e.g. rain fall, depth of snow, strength of sunlight.
- Use simple weather symbols to record weather.
- Make predictions about weather types based on seasonal knowledge.

Diversity Link:

Refer to [Lucy Martin](#) - a weather presenter with Amelia (one arm). She took part in a BBC initiative that offered disabled people with a passion for weather and the environment the chance to learn about the job. Following a three-day workshop, Lucy was offered the opportunity to start training to be a weather presenter.

	Advent - How Green is Our School Local Geography Environmental Study Place Knowledge Geographical Skills & Fieldwork	Lent- Composition of the UK Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Pentecost - Of I do Like to be Beside the Seaside Coastlines Human & Physical Geography Geographical Skills & Fieldwork
National Curriculum	<p>Place Knowledge- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom- Nottingham, (<i>leading to Year 2 Advent Term Unit 'Sensational Safari.'</i> and of a small area in a contrasting non-European country)</p> <p>Human & Physical Knowledge- use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key human features, including city, village, church, house, flats, office, shop, tram, bus, roads, tramline, litter, pollution. key physical features river, hills, forest, <p>Geographical Skills & Fieldwork-</p> <ul style="list-style-type: none"> -use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -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. 	<p>Locational Knowledge- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human & Physical Knowledge- identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geographical Skills & Fieldwork:</p> <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>Human & Physical Knowledge- use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, sand, valley, vegetation, season and weather -key human features, including: city, town, port, harbour, pier, lighthouse, hotel and shop <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> -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 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
Core Knowledge	<ul style="list-style-type: none"> Know the key human geographical features of the locality of their school e.g. church, road, shops, supermarket, fire station, post office, parish centre, park. Know their school is in Carlton which is an area of the city of Nottingham which is in the country of England. 	<ul style="list-style-type: none"> Know that an aerial photograph is an image taken from above. Know that a map and a globe are based on views taken from above. Know that a map and a globe show the same thing. 	<ul style="list-style-type: none"> Know a coastline is the land around the edge of an island that touches the sea. Know the physical features of a UK coastline. Know the human features of a UK coastline.

	<ul style="list-style-type: none"> • Know the River Trent is the main river in Nottingham. • Know the locality of their homes, school and church in relation to each other and to the river Trent. • Know how the city is polluted by humans e.g. by littering, driving, and parking. • Know the impact of pollution and littering on wild life. • Know ways in which humans in the school locality live in a 'green' way. 	<ul style="list-style-type: none"> • Know where the UK is on a world map and/or globe. • Know that the United Kingdom is an island surrounded by the North Sea, the English Channel, the Irish Sea and the Atlantic Ocean. • Know the 4 countries that make up the UK. • Know where the 4 countries of the United Kingdom are on a map. • Know that the edge around a country and where countries join each other is called the border. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • Know some key physical features that are similar in each country e.g main river, mountains, lakes, 	<ul style="list-style-type: none"> • Know how land is used around a coastal town. • Know some key coastal resorts of the England: Skegness, Mablethorpe • Know why people travel to coastal towns for holidays. • Know that rivers flow into the sea at different points on the coast.
Wider Knowledge	<ul style="list-style-type: none"> • Know their route to school from home. • Know how people get around in their locality- bus, bike, car, walking. • Know the type of accommodation they live in e.g. house, flat, bungalow, terraced house, detached house etc. • Know the river Trent flows through Nottingham from a high point down to the North Sea 	<ul style="list-style-type: none"> • Build on from seasonal changes in Yr 1 - Know that weather maps are a form of aerial maps. • Build on from geography local study & history study of Sherwood Forest in Nottingham in Year 1 - Know they live in Nottingham, and it is a city in the centre of England, a region called the Midlands. • Know the longest river in the UK is the river Severn which starts in the mountains in Wales and flows down to the Atlantic Ocean. 	<ul style="list-style-type: none"> • Know some coastal areas have ports where ships load and unload people and goods. • Know the purpose of a lighthouse. • Know how seasonality affects coastal towns. • Know the different types of accommodation in coastal towns e.g. hotel, bed and breakfast, caravan, camp site etc • Know why places closer to the beach are more expensive to stay in than places further away in the town. • Know how to stay safe in coastal places.

Skills	<ul style="list-style-type: none"> Plot items in the classroom on a simple outline map. Locate their school, church and River Trent on a simple local map. Use simple locational language to follow directions to find their way around the local area. Left, right, up, down, beside, opposite. Follow a route on a simple map of buildings in the local area. Use basic geographical vocab to refer to key human features Observe and record information about Carlton e.g. types of houses, number of bus stops, litter bins, recycling boxes etc. Ask questions about the parking in the area and suggest how it impacts on them and the neighbours. 	<ul style="list-style-type: none"> Locate a the UK and countries of the UK studied on a map Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Identify on an aerial map key physical features: rivers, lakes, seas, mountains. Use a key to identify key human features on a map e.g. roads, 	<ul style="list-style-type: none"> Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Identify on an aerial map key physical features: seas, beaches, cliffs, coast, Use a key to identify key human features on a map e.g. hotels, pier, lighthouse, campsite 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 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
Diversity Links	<p>Refer to Greta Thunberg - an environmental activist from Sweden who has campaigns for world leaders to combat climate change. She first learned about the effects of climate change at the age of 8 and later joined protests before being invited to speak at the UN in 2018 when she was just 15 years old. Greta has Asperger Syndrome and was diagnosed with selective mutism. She says that her selective mutism only tells her to speak when necessary, which is why she chooses to speak for the environment that cannot speak for itself.</p>	<p>Diversity: Know the population of the UK is a diverse community of ethnicities. Know that many people seek asylum in the UK because it is safer than their country of birth currently.</p>	<p>Refugees: Know that many people seeking asylum in the UK travel across the sea to coastal areas. Know they risk their lives to find safety here by travelling in overcrowded boats. Know that many people in coastal towns welcome asylum seekers and refugees into their homes until they can find accommodation of their own.</p>

Vocabulary	<p>City, street, road, transport, traffic, (cars, trams, bicycles, scooters,) pedestrian, parking, river, tramline, shop, church, school, parish centre, map, locality, environmentally friendly, 'green', direction, left, right, nearby, below, close to, beside, under, pollution, littering, wild life, protection,</p>	<p>Globe, map, aerial map, weather map, atlas, England, Scotland, Ireland, Wales, UK, names of seas, physical features.</p>	<p>Coastal, coastline, sea, ocean, town, aerial, landmarks, cliffs, rock pool, caves, coves, beach, ship, light house, port, dock, trade, harbour, pier, leisure, tourism.</p>
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YEAR 2 GEOGRAPHY INTENT

	Advent- Poles Apart Features of hot and cold place worldwide Human & Physical Geography Geographical Skills & Fieldwork	Lent- Sensational Safari Nottingham to Nairobi Comparison Study Place Knowledge Human & Physical Geography Geographical Skills & Fieldwork	Pentecost - Sail the Seven Seas (Oceans)! Name and locate the world's seven continents and five oceans Locational Knowledge Human & Physical Geography Geographical Skills & Fieldwork
National Curriculum	Human & Physical Knowledge - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Geographical Skills & 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	Place Knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Nottingham), and of a small area in a contrasting non-European country (Nairobi in Kenya). Human & Physical Knowledge - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Locational Knowledge - name and locate the world's seven continents and five oceans Human & Physical Knowledge - 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 Geographical Skills & Fieldwork - use world maps, atlases and globes to identify the United

	<p>example, near and far; above, below, to describe the location of features on a map</p>	<ul style="list-style-type: none"> key human features, including: city, town, village, farm, house, office, port, harbour and shop <p>Geographical Skills & Fieldwork:</p> <ul style="list-style-type: none"> -use world maps, atlases and globes to identify 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 	<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
Core Knowledge	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe. Know the hottest places in the world are closest to the equator and the coldest places are furthest away. Know which is N, E, S and W on a compass. Know features of hot and cold places in the world. Know how animals, plants and people adapt to living in cold places. Know how animals, plants and people adapt to living in hot places. 	<ul style="list-style-type: none"> Know where England in the UK is in relation to Kenya in Africa on a world map. Know that Nottingham is a city in England and Nairobi is a city in Kenya. Know that the climate in Kenya is very hot as the equator runs through it. (Building on Advent Term) Know how the climate in Nairobi differs from Nottingham. Know some of the key physical features of Nairobi and compare with those in Nottingham. Know that tea and coffee are plants grown in Kenya because of the climate. Know that large animals such as buffalos, lions, leopards and rhinos live wild in Kenya which are different to the wildlife in England. 	<ul style="list-style-type: none"> Know that a continent is made up of multiple countries. Know the names of the seven continents of the world. Know where the continents are on a world map in relation to each other. Know the difference between a sea and an ocean. Know the oceans separate the continents of the world. Know the names of the five oceans of the world. Know where the oceans are in relation to the continents. Know some human & physical features that are in all continents e.g. rivers, mountains, cities, villages, ports, transport lines e.g. some coastal areas

		<ul style="list-style-type: none"> • Know that the land usage supports the habitats of the wildlife in Kenya. 	have ports where ships load and unload people and goods.
Wider Knowledge	<ul style="list-style-type: none"> • Know that most of the countries that have the hottest climates are on or around the equator. • Know that most of the countries with the coldest climates are around the South and North Pole. • Know that some countries have extreme contrasts in hot summers and cold winters. • Know the seasonal weather patterns of hot and cold countries. • Know the daily weather conditions of hot and cold countries. • Know how extreme hot and cold climates can affect the people that live there. • Know how to be safe in the sun and extreme cold. 	<ul style="list-style-type: none"> • Know that Kenya is a country in the continent of Africa. • Know that the largest lake in the world - Lake Victoria - is partly in Kenya. • Know that there are many different languages spoken in Kenya. • Know that Kenya is still a developing country and that half the population live in poverty. • Know that Kenya is best known for its middle and long distance runners, with the country frequently producing Olympic champions. 	<p>Building on from Yr 1:</p> <ul style="list-style-type: none"> • Know that maps of the world were first created by sailors/explorers who sailed the oceans and seas of the world. (year 1 history) • Know the features of a coastline first seen by sailors/explorers when they landed e.g. beaches, ports and harbours where ships load and unload people and goods. (year 1 geog & hist) • Know the other features seen by sailors/explorers when they explored deeper into the land. (year 1 history) • Know how to identify physical features on an aerial map e.g. mountains, rivers • Know how physical features are represented in a key. • Know how to use a key to locate physical features on a map.
Skills	<ul style="list-style-type: none"> • Locate on a map and globe, the coldest places in the world and make predictions about where the hottest places in the world are. • Identify the equator and locate the places on the equator which are the hottest. • Use simple compass directions to describe the location of features on a map. • Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different 	<ul style="list-style-type: none"> • Study pictures/videos of two differing localities, Nottingham England and Nairobi Kenya, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Dollar Street to ensure photos are current and accurately representational. • Express own views about a place, people and 	<ul style="list-style-type: none"> • Use maps and globes to locate the 7 continents and 5 oceans of the world. • Use symbols in a key to locate features on a map e.g. mountains, forest, lake • Use and construct basic symbols in a key to identify features placed/drawn on a simple grid map. • Study pictures/videos of differing localities and ask geographical questions e.g. What is it like to live in this place?

	<ul style="list-style-type: none"> to where I live? Express opinions about a place, its weather and environment and relate the changes people need to make in different climates e.g. sun protection, clothing choice. 	<ul style="list-style-type: none"> environment using facts and evidence which you have studied. Give detailed reasons to support own likes, dislikes and preferences. Identify the areas studied in relation to the equator and make predictions about climate using prior knowledge from year 1 of hot and cold places. Study maps and aerial photographs. Use simple compass directions (North, South, East and West) and locational and directional language. 	<p>How is this place different to where I live? How is the weather different? How is the landscape different?</p> <ul style="list-style-type: none"> Use geographical language to describe physical features: mountain, lake, island, valley, river, cliff, coast, forest, sea, ocean, continent and beach.
Diversity Links	Refer to <u>Matthew Henson</u> - one of the era's few African-American explorers, and he may have been the first man, black or white, to reach the North Pole.	Refer to <u>Eliud Kipchoge</u> - a Kenyan long distance runner who has won 2 male athletes of the year award. just won the male athlete of the year for the 2nd time in a row. On 12th October, 2019, Eliud made history as the first man to ever run a marathon in under 2 hours when he completed the ïneos 1:59 Challenge in Vienna, Austria in a record time of 1:59:40.2.	Refer to <u>Hilary Lister</u> - a quadriplegic sailor. Hilary Lister, who was paralysed from the neck down, became famous after she used the "sip-and-puff" system for steering and controlling a yacht's sails by blowing and sucking through plastic straws (see video to explain this). She became the first quadriplegic person to sail across the Channel in 2005 and then the first quadriplegic woman to sail around the Isle of Wight in 2007. Two years later she sailed solo around Britain.
Vocabulary	Summer, Winter, seasons, hot, cold, extreme, world, equator, Arctic, Antarctic, North Pole, South Pole, adapt, heat, freeze , ice, snow, sun burn, sun stroke, dehydrate.	Map, globe, countries, continent, Africa, capital city, Kenya, developing, population, wildlife , safari, climate , equator.	physical features: mountain, lake, island, valley, river , Ocean, sea, continent, country , Maps , key, locate, explore, travel.

YEAR 3 GEOGRAPHY INTENT

	Advent - What makes Britain Great?	Lent- What Happens when the Earth Gets Angry?	Pentecost- The East Midlands and the Cote d'Azur.
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	<p>Counties, cities and human & physical characteristics of the UK.</p> <p>Locational Knowledge Human & Physical Geography Geographical Skills and Fieldwork</p>	<p>Volcanoes and Earthquakes</p> <p>Physical Geography Geographical Skills and Fieldwork</p>	<p>Comparison Study Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and a region in a European country.</p> <p>Place Knowledge Geographical Skills and Fieldwork</p>
National Curriculum	<p>Locational Knowledge- Name and locate counties and cities in 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</p> <p>Human & Physical Knowledge- -physical geography, including: climate zones, rivers, mountains, -human geography, including: types of settlement and land use, economic activity including tourism.</p> <p>Geographical skills and fieldwork: -use maps, atlases and digital/computer mapping to locate countries and describe features studied -use the four points of a compass, symbols and key (recall & use KS 1 knowledge) (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Physical Geography Knowledge: Describe and understand key aspects of physical geography, including volcanoes and earthquakes.</p> <p>Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (volcanoes and earthquake belts) -use the eight points of a compass, symbols and key to build their knowledge of the wider world</p>	<p>Place knowledge: ----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> <p>Geographical skills and fieldwork: -use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>
Core Knowledge	<ul style="list-style-type: none"> • Know that a city is smaller area than a county and sited within a county. • Know that Nottingham is a city in the UK. (Revisit KS 1 prior learning) 	<ul style="list-style-type: none"> • Know what causes an earthquake. • Know the different parts of a volcano. • Know that volcanoes can be extinct, dormant or active. 	<ul style="list-style-type: none"> • Know the similarities and differences between living in the East Midlands and the Côte d'Azur, in relation to land use, tourism, topographical features, climate.

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| <ul style="list-style-type: none"> • Know that Nottinghamshire is a county in the UK. • Know and locate some other UK counties on a map in relation to Nottinghamshire. • Know that there can be multiple cities in a county but there is only one city in Nottinghamshire. • Know that cities are the centres of business and employment, schools, shops, so are more densely populated. • Know that cities are usually based around a river because early settlements developed around a river, which was a source of transport and water (link to History units on settlements). • Know that rivers start on high ground in one county, can flow through others until they finally flow into the sea at the coast. • Know that areas of a county can be rural, urban, mountainous and coastal. • Know that the climate of the UK is mostly similar in all its counties. • Know that physical features (mountains, coastlines) can affect the weather in different counties. • Know how some of the physical characteristics of the UK have changed over time due to weather and climate change. e.g. erosion of coastlines. (Building on yr 1 prior knowledge of coastlines). | <ul style="list-style-type: none"> • Know what and where the Ring of Fire is on a world map in relation to the Pacific Ocean and countries surrounding it. • Know that the Pacific Ring of Fire has more exploding volcanoes and great earthquakes than any other place on Earth. • Know what tectonic plates are and how volcanoes are formed. • Know that seismic waves are caused by earthquakes. • Know, name and use the eight points of a compass. | <ul style="list-style-type: none"> • Know that the Cote d'Azur is a region in France. • Know that the Cote d'Azur is on the south coast of France but that the Midlands is land-locked. • Know that Nice is a city in the Cote d'Azur as Nottingham is a city in the East Midlands. • Know that the climate in Nice is warmer than in Nottingham. • Know the Cote d'Azur is a popular tourist location because of the climate and it's coastal location. • Know the river Rhone flows down from the Swiss Alps mountain range through the Cote d'Azur to the Mediterranean Sea. • Know that the populations of Nottingham and Nice are similar (300,000 people). |
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Wider Knowledge	<ul style="list-style-type: none"> Know that a key is used to represent main features of a map e.g. landmarks. (Recall prior KS 1 knowledge.) Know and use the 4 points of the compass to locate human and physical features. (Recall prior KS 1 knowledge.) Know what an ordinance survey map is and what it is used for. Know that tourism is a source of economy. Know some of the key landmarks that attract tourist to the UK. Know that precious gems, metals and vehicles are the biggest export from the UK to other countries. Know the longest river in the UK is the river Severn which starts in the mountains in Wales and flows down to the Atlantic Ocean. Know the longest river in England is the Thames which flows into the North Sea. The Trent is the 2nd longest river in England and it also flows into the North Sea. (Building on KS 1 prior learning of UK). 	<ul style="list-style-type: none"> Know the difference between magma and lava. Know that seismic waves are caused by earthquakes. Know the impact of living in an earthquake zone. Know how designers and builders construct earthquake proof buildings. 	<ul style="list-style-type: none"> Know that Cote d'Azur translates as "the blue coast". Know that the Cote d'Azur is close to the borders of Italy, Monaco and Switzerland. Know that a key is used to represent main features of a map e.g. landmarks. (Recall from Advent term) Know some of the key landmarks in the Cote d'Azur. Know that landmarks attract tourism. (recall from Advent term) Know and name the eight points of a compass. (recall from Lent term) Know the main export from France is vehicles.
Skills	<ul style="list-style-type: none"> Use the four points of a compass to locate cities and counties in the UK. Use the four points of a compass to locate cities within a county. Use an Ordnance Survey map to locate how Nottingham has developed around the Trent or London around the Thames to know what a settlement needs to develop. Look at maps (including ordinance survey and digimaps), pictures and other sources to 	<ul style="list-style-type: none"> Use maps to locate the 'Ring of Fire' and well-known volcanoes. Use the eight points of the compass to locate volcanoes in relation to each other. Study maps and pictures of different volcanoes and make reasoned/informed judgements about what type of volcano it is. Critically use maps to consider why so many volcanoes are clustered together in one area using scale and key. 	<ul style="list-style-type: none"> Use maps to locate countries of Europe. Use the language of the eight points of the compass N, NE, E, SE, S, SW, W, NW to identify topographical features (coastline, mountains, cities) of the Cote d'Azur to each other. Look at maps (including digimaps, Google Earth), pictures and other sources to identify similarities and differences

	<ul style="list-style-type: none"> identify similarities and differences between different counties and cities. Study pictures of different features and make reasoned judgements about where the pictures are taken based on prior learning e.g. rivers flowing from high ground, beaches will be in coastal regions. 	<ul style="list-style-type: none"> Use maps, pictures, videos and other sources to draw conclusions, pose questions and use prior knowledge of map reading and new knowledge about volcanoes. Draw diagrams and use the correct geographical language to write about each stage of the process of volcanic eruptions and earthquakes. 	<p>between the Midlands and the Côte d'Azur.</p> <ul style="list-style-type: none"> Study pictures of different features and make reasoned judgements about where the pictures are taken e.g mountain tops may be in France based on prior knowledge of France. <p><i>Dollar Street to ensure photos are current and accurately representational.</i></p> <ul style="list-style-type: none"> Match key landmarks to countries and make suggestions about how landmarks affect a country (tourism, economy, settlements and trade).
Diversity Links	<p>Focus on the diversity of Nottingham and how many cultures there are in one city. British, Irish, Polish, Indian, Pakistani, Bangladeshi, Chinese, Caribbean, African, Arab. Then link this to our school, identifying the diversity within it.</p>	<p>Katia Krafft - a (French) female volcanologist. Gained a love for volcanoes without experiencing them first hand from watching them in films etc. She is in awe at volcanoes and finds them fascinating. In June 1991, while filming eruptions at Mount Unzen (Japan), she was caught in a pyroclastic flow, which unexpectedly swept out of the channel that previous smaller flows had been following and onto the ridge they were standing on. She sadly, passed away.</p>	<p>Focus on the ethnic diversity of the 2018 World cup winning squad (France). 12 of the 28 players are of African origin and the team is celebrated for its diversity. People from all over Africa supported the team and spurred them on to victory.</p>
Vocabulary	<p>County, city, Nottingham, Birmingham, Nottinghamshire, Cornwall, the Vale of Glamorgan, Derbyshire, County Durham, Inverness-shire, County Antrim</p>	<p>Earthquake, volcano, eruption, molten, lava, magma, seismic waves, tectonic plates, extinct, dormant, active, Ring of Fire, Pacific Ocean, the Equator.</p> <p>north, northeast, east, southeast, south, southwest, west, northwest</p>	<p>Nottingham, the East Midlands, Nice, the Côte d'Azur, Provence, the Alps, coastline, land-locked, climate, currency, the Euro, landmarks, Promenade des Anglais, Monaco, the Allianz Riviera, Musée Matisse, Castle Hill, north, northeast, east, southeast, south, southwest, west, northwest</p>

YEAR 4 GEOGRAPHY INTENT

YEAR 4 GEOGRAPHY INTENT		
<p>Advent - European Travels Locate the world's countries using maps to focus on Europe (including the location of Russia).</p> <p>Locational Knowledge Human & Physical Geography Geographical Skills and Fieldwork</p>	<p>Lent - Water World The water cycle (linked to scientific knowledge in year 4) and how it relates to rivers, reservoirs, lakes, seas and oceans and how Severn Trent provide clean water to our local community.</p> <p>Human & Physical Geography Locational Knowledge Geographical Skills</p>	<p>Pentecost 2 - Blue Planet Explicit Environmental Geography Human geography, including the distribution of natural resources.</p> <p>Human & Physical Geography Geographical Skills & Fieldwork</p>



<p>National Curriculum</p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> -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 -identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) <p>Human and physical geography:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including: time zones, rivers, mountains, -human geography, including: types of settlement and land use, economic activity <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world. 	<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including: the water cycle <p>Locational Knowledge:</p> <ul style="list-style-type: none"> -name and locate counties and cities of the United Kingdom (Nottingham), geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> -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. Work with Severn Trent Education Team -use the eight points of a compass, four-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 	<p>Human and physical geography:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> -physical geography, including: rivers, mountains, and the water cycle -human geography, including: types of settlement and land use, and the distribution of natural resources including water <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> -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. -use the eight points of a compass, four-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
<p>Core Knowledge</p>	<ul style="list-style-type: none"> • Know the countries that Europe is made up of and how to locate them on a map/atlas using the eight points of the compass. • Know some of the major capital cities in Europe and the countries they are in. • Know how to use maps and compass points to plan a journey across Europe locating key 	<p>Know the features of a water cycle from Yr 4 scientific study of the water cycle:</p> <ul style="list-style-type: none"> • <i>Know that the Sun heats up water on land, in rivers, lakes and seas and turns it into water vapour.</i> • <i>Know that water evaporates due to heat and rises into the air.</i> 	<p>Building on from Year 2 RE "Treasures" topic focused on the gift of water, how precious it is and how we can use it sustainably.</p> <p>Cross-curricular link to Year 4 RE "God's People" topic:</p>

	<p>physical features e.g. rivers, mountain ranges, etc</p> <ul style="list-style-type: none"> • Know the difference between latitude and longitude and how it impacts time zones. • Know that Greenwich Meantime is the time in the UK. • Know that Greenwich Meantime is on the Prime Meridian. • Know that Europe is split into three time zones. • Know that time zones are determined by the longitude of a country. • Know where the Prime Meridian is on a world map. 	<ul style="list-style-type: none"> • Know that water vapour in the air cools down and changes back into tiny drops of liquid water. • Know that clouds are formed from condensed water in the air. • Know that water vapour condenses into a liquid when it cools. • Know that the clouds get heavy and water falls back to the ground in the form of precipitation (rain or snow). • Know that rain water runs over the land and collects in lakes or rivers, and rivers flow to the sea. • Know that the water cycle repeats itself. <p>Know how <u>Severn Trent</u> in Nottingham works with the water cycle to provide clean water to the city's community.</p> <ul style="list-style-type: none"> • Know the difference between a river and reservoir. • Know boreholes are usually drilled hundreds of metres into the ground to reach water which has filtered down through the many layers of rock over many years. • Know water from boreholes is thoroughly and slowly filtered through the rock, groundwater usually needs only minimum treatment after being pumped to the surface. 	<ul style="list-style-type: none"> • Know that humans can have a positive and a negative impact on the world's resources (water). • Know that positive and negative choices can impact people in other locations across the globe. <i>Building on Lent term prior knowledge.</i> • Know that Pope Francis' Encyclical Letter "Laudato Si" calls for humans to care for their common home. • Know that humans have played a part in causing climate change. • Know how climate change is affecting the world's water resources (flooding, droughts). • Know how the world's water resources are being misused (waste, pollution). • Know that we can act positively to protect and share the world's water resources. • Know how we can use water sustainably (showers use less water than baths, turning off taps when not in use). • Know what 4 figure grid references are and how to use them. <i>(Recall prior knowledge from Lent term)</i> <p><i>Crole Reef</i></p>
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Wider Knowledge	<ul style="list-style-type: none"> • Know the location of Europe on a map, in relation to Russia, North & South America. • Know the position and significance of the southern and northern hemisphere. • Know that the Equator is the boundary between the Northern and Southern hemispheres. <i>Building on Yr 3 prior knowledge of the equator.</i> • Know that Europe is in the Northern Hemisphere. • Know the different ways people can travel around Europe. • Know the basic laws regarding travel between countries and immigration. • Know the Channel Tunnel is a route under the English Channel between Europe and the UK. • <i>Know that many refugees travel to Europe for safety, fleeing from dangers in their home</i> 	<ul style="list-style-type: none"> • Know that precipitation can be rain or snow. Know that snow is caused by water falling at temperatures below zero. • Know that water vapour is a gas. • Know that some areas of the world experience higher levels of precipitation than others. 	<ul style="list-style-type: none"> • Know the agencies which work to positively affect the sharing of the world's water resources (CAFOD, Water Aid). • Know that showers use less water than baths. • Know that humans should drink 2 litres of water per day. • Know that litter on land can pollute the word's water resources. • Know the impact of polluted water on marine wildlife. <p>Links to key principles of Catholic Social Teaching:</p> <ul style="list-style-type: none"> • Dignity • Solidarity • The Common Good • Creation and Environment

	<p>country and often land on the UK coastlines. Recall KS 1 prior knowledge.</p>		
Skills	<ul style="list-style-type: none"> Use the 8-point compass points N, NE, E, SE, S, SW, W, NW to locate to locate European countries and cities in relation to each other. Study maps to make predictions based on prior knowledge about countries within the two hemispheres e.g. using maps to locate mountainous areas, urban areas, lakes, glaciers etc. Create own maps and key to plot a journey across Europe. Use prior knowledge from Year 3 to study pictures of different features and make reasoned judgements about where the pictures are taken. Use Dollar Street to ensure photos are current and accurately representational. Identify key landmarks and physical characteristics in countries and make suggestions about how these affect a country (use in daily life, tourism, history of a settlement). 	<ul style="list-style-type: none"> Use four-figure grid references to locate physical features in Nottingham (rivers, lakes, Stoke Bardolph water treatment centre). Use Ordnance Survey maps to locate bodies of water in the UK. Use digital technologies (DigiMaps, Google Earth) to locate bodies of water. Use geographical terminology to accurately describe the water cycle (evaporation, water vapour, condensation, precipitation etc.) Use graphs to record features such as rainfall across the world. Know how to use fieldwork to observe, measure, record and present the human and physical features in the local area. Know how to analyse statistical data collected to draw a conclusion based on knowledge of place or location. Know how to use a range of methods, including sketch maps, plans and graphs, and digital technologies to present information. Use Dollar Street alongside CAFOD to ensure photos are current and accurately representational. 	<ul style="list-style-type: none"> Observe, measure, record & present data showing human water usage in school and their own homes, including sketch maps, plans, graphs. Use four-figure grid references to locate physical features (rivers, lakes, oceans). Research and discuss how water affects the environment, settlement, environmental change and sustainability. Explain the effects of global warming and climate change on the world's rivers. Predict the future impact and suggest changes we need to make to avoid negative impact. Design questions and studies to conduct in the local area. Undertake surveys. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Know how to analyse statistical data collected to draw a conclusion based on knowledge of place or location. Draw conclusions from the data gathered. Use Dollar Street alongside CAFOD to ensure photos are current and accurately representational.

Diversity Links	<p>Refer to the Nelson Mandela Statue in London - created by English sculptor Ian Walters in 2007. Highlight the impact that Nelson Mandela (a man of South African origin) has had in the world promoting human rights and helping fight racial segregation.</p> <p>Refer to Victor Moses - a Nigerian footballer who travelled to the UK as an asylum seeker aged 11 after both his mother and father were killed during religious clashes in Nigeria in 2002. He couldn't speak English but was raised by a foster family and went to a school in South London where he received his education. Moses has now won the Premier League, FA Cup (for Chelsea) and the Africa Cup of Nations for his native Nigeria.</p>	<p>CAFOD Walk for Water Campaign features the challenges faced by communities around the world who don't have access to clean water in the way we do .e.g. they carry water home to cook, clean etc. Compare this to our access of water and why we should recycle and conserve our water supplies.</p>	<p>Refer to Greta Thunberg - an environmental activist from Sweden who has campaigns for world leaders to combat climate change. She first learned about the effects of climate change at the age of 8 and later joined protests before being invited to speak at the UN in 2018 when she was just 15 years old. Greta has Asperger Syndrome and was diagnosed with selective mutism. She says that her selective mutism only tells her to speak when necessary, which is why she chooses to speak for the environment that cannot speak for itself. Recall Year 1 exposure to Greta Thunberg.</p>
Vocabulary	<p>Settlement, river, trade, city, borough, land use, business, residential, market, tourism, finance, coordinates, underground, transport, map, key, compass points, grid reference, route, landmark, affluence, poverty, pollution.</p>	<p>The water cycle, evaporation, water vapour, condensation, cloud, lake, river, sea, ocean, precipitation, rain, snow, Ordnance Survey map, four-figure grid references, easting reference, northing reference, water treatment centre.</p>	<p>Laudato Si, common home, Pope Francis, Encyclical Letter, environment, resources, climate change, flooding, drought, waste, pollution, resources, litres, millilitres, marine wildlife, sustainable, four-figure grid references, easting reference, northing reference</p>

		YEAR 5 GEOGRAPHY INTENT	
	<p>Advent- North America Locate the world's countries using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Human & Physical Geography Locational Knowledge Geographical Skills</p>	<p>Lent 2- River Deep, Mountain High Describe and understand key aspects of physical geography, including rivers and mountains.</p> <p>Human & Physical Geography Locational Knowledge Geographical Skills and Fieldwork</p>	<p>Pentecost- London and Rio de Janeiro Comparison Study Similarities and differences through the study of a region of the United Kingdom and a region within South America.</p> <p>Human & Physical Geography Locational & Place Knowledge Geographical Skills</p>
National Curriculum	<p>Locational knowledge locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Human and physical geography: describe and understand key aspects of: -physical geography, including: climate zones and earthquakes. -human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Human and physical geography: describe and understand key aspects of: -physical geography, including: rivers, mountains, and the water cycle</p> <p>Locational knowledge: -name and locate counties and cities of the United Kingdom, their key topographical features (including hills, mountains, coasts and rivers),</p> <p>Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>	<p>Place Knowledge: -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</p> <p>Human and physical geography: describe and understand key aspects of: -physical geography, including: climate zones, biomes rivers, mountains,</p> <p>Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>

			knowledge of the United Kingdom and the wider world.
Core Knowledge	<ul style="list-style-type: none"> Know where North America is on a map, atlas and globe in relation to the other six continents of the world. Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to North and South America. Know where North America is on a map, atlas and globe in relation to the equator, the Tropics of Capricorn and Cancer, Arctic and Antarctic Circle. Know that the Tropic of Cancer passes through North America. Know that North America is in the Northern Hemisphere. Know that part of North America is in the Arctic Circle. Know how and why the climate of North America is varied. Know that the latitude of a location affects the climate. Know the countries that are in North America including the USA. 	<ul style="list-style-type: none"> Know that a mountain is anything higher and steeper than a hill- more than 600m above sea level with a slope of more than 2 degrees. Know where the main mountain regions are in the UK. Know that Ben Nevis is the highest mountain in the UK. Know the names of a number of the world's highest mountains. Know that there are 5 types of mountains - volcanic, dome, fold, block and plateau - and how they are formed. Know some of the world's longest rivers and their locations. Know that rivers flow downwards from high ground to the sea. <i>(Prior knowledge from year 4)</i> Know the main physical features of a river (upper course, middle course, lower course, estuary, mouth). Know that rivers erode land and change the shape of the landscape overtime. 	<ul style="list-style-type: none"> Know South America is in both the Northern and Southern Hemisphere, with the Equator running directly through the continent. The Tropic of Capricorn also runs through South America. Know Rio de Janeiro is the capital city of Brazil in South America and is located on the coastline of Brazil in the Southern Hemisphere. Know a biome is an area of the planet with a similar climate and landscape, where similar animals and plants live. Know that Rio is in an Atlantic Forest Biome. Know that Rio de Janeiro (Atlantic Forest Biome) has a tropical and subtropical climate and a tropical forest vegetation belt. Rio in Brazil is on the Southern Hemisphere, so the seasons are opposite from England which is in the Northern Hemisphere, Know the biome for the London in the UK is a temperate deciduous forest.

	<ul style="list-style-type: none"> • Know why some areas of North America are prone to earthquakes. <i>(Building on prior knowledge from year 3)</i> • Know that six-figure grid references are more precise than four-figure grid references. 		<ul style="list-style-type: none"> • Know the temperate climate is reasonably stable with not great variation throughout the year. Deciduous forests are those that have trees with broadleaves (e.g. Oak) that are shed in the autumn months. • Know that London is slightly larger than Rio and has a larger population, but both have a high population to fit into the city. • Know that in both London and Rio there is a lack of housing for people so good housing in the centre is expensive which leads to poorer areas of cheap overcrowded housing e.g. favelas in Rio.
Wider Knowledge	<ul style="list-style-type: none"> • Know the USA is a country in North America that is divided into states and within that cities which compares to counties and cities in the UK. <i>(Recall prior knowledge from KS 1 and Year 3)</i> • Know the trade links between North America and the UK. • Know some of the key physical landmarks of North America e.g. Grand Canyon, major national parks etc. • Know the first inhabitants of USA in North America were Native Americans. • Know about Colonial America in 17th century and how the European colonists flourished with support from the Native Americans (Founding of Jamestown 1607). 	<ul style="list-style-type: none"> • Know the difference between mountains and mountain ranges. • Know how climate change and global warming impact on the mountain environment. • Know how tourists pose a threat to the mountain environment. • Know that certain plants and animals are best suited to mountain habitats and that some are endangered. • Know that the nature of rivers can change as they journey to the sea. • Know that rivers are fresh water while the sea is salt water. • Know why estuaries are important to wildlife and nature reserves. 	<ul style="list-style-type: none"> • Know that Copacabana Beach is a famous tourist attraction in Rio de Janeiro. • Know that Tijuca National Park is a rainforest in Rio de Janeiro that has UNESCO biosphere reserve status. • Know that London is landlocked so doesn't have any beaches or national parks. • Know that Christ the Redeemer is a statue and tourist landmark that overlooks Rio de Janeiro. • Know some of the London landmarks. • Know that Sugarloaf Mountain is a mountain in Rio de Janeiro, London doesn't have any mountains. • Know that Rio de Janeiro produces and exports sugar cane and oranges as a result of the climate.

		<ul style="list-style-type: none"> Know the Thames is the longest river in England and the Trent is the second longest river in England and third in the UK. 	<ul style="list-style-type: none"> Know that Rio Carnival is the largest carnival in the world. Know that Notting Hill Carnival is also a cultural celebration carnival known around the world.
Skills	<ul style="list-style-type: none"> Use 8 points of the compass and six-figure grid references to locate and describe features of an area of North America. Use digital technologies to locate human and physical features of North America. i.e. Digimap and Google Earth. Locate largest urban areas on a map/atlas/globe and use geographical symbols e.g. contours to identify flattest/hilliest areas of North America. Study photos/images/videos/tour guides/brochures to make comparisons between locations. <i>Dollar Street to ensure photos are current and accurately representational.</i> 	<ul style="list-style-type: none"> Use maps and digital technologies to locate rivers, mountains and mountain ranges i.e. Digimap and Google Earth. Use six figure grid references to locate & build on their knowledge of rivers and mountains of the United Kingdom and the wider world. Use correct geographical language when explaining different types of mountains and how they are formed. Draw and label diagrams with accuracy when explaining the formation of mountains. Use and understand maps on different scales. Use geographical symbols e.g. contours to identify flattest/hilliest areas and steepest mountains. <i>(Build on Advent term knowledge)</i> Explain how contours show information. Label and explain main features of a river. Use geographical language when explaining rivers e.g. erosion, deposits, transportation. 	<ul style="list-style-type: none"> Compare similarities and differences of land use and vegetation in London and Rio de Janeiro. Compare the climate of London with Rio de Janeiro. Know how to analyse statistical data collected to draw a conclusion based on knowledge of place or location. Use maps and digital technologies (DigiMaps, Google Earth) to locate Rio de Janeiro and features within it. Use six-figure grid references to locate human and physical geography features of Rio de Janeiro. Locate largest urban areas on a map/atlas/globe and use geographical symbols e.g. contours to identify flattest/hilliest areas of Rio de Janeiro. Study photos/images/videos/tour guides/brochures to make comparisons between locations. <i>Dollar Street to ensure photos are current and accurately representational.</i> Identify and explain different views of people including themselves when considering tourist attractions.

Diversity Links	<p>Refer to Barack Obama, the first African-American President of the USA. Obama was born in Hawaii to a Kenyan father and American mother. He earned a law degree from Harvard University and was elected to the Illinois State Senate, the US Senate and finally became President in 2008. He focused on providing healthcare for the poorest people and creating jobs for people during a time of economic crisis.</p>	<p>Refer to Sophia Danenber, an American mountain climber, best known as the first African American and the first black woman to climb to the summit of Mount Everest, the world's tallest mountain.</p> <p>Refer to Cholita Climbers of Bolivia - a group of women who summited different mountains all through Latin America (Acotango, Parinacota, Pomarapi and Huayna Potosí as well as Illimani).</p>	
Vocabulary	<p>city, state, country, North America, trade, economy, landmark, tourism, government, President, capital, climate, trade, native Americans, colonial, colonists, six-figure grid references, easting reference, northing reference, latitude, Arctic Circle. Tropic of Capricorn, Tropic of Cancer, equator</p>	<p>mountain ranges, mountains, volcanic, dome, fold, block, plateau, magma, tectonic plates, crust, faults, tourism, mountaineer, six-figure grid references, easting reference, northing reference, water cycle, estuary, delta, mudflats, salt marshes, upper course, middle course, lower course, mouth.</p>	<p>Rio de Janeiro, Brazil, South America, Lomdon, United Kingdom, Northern Hemisphere, Southern Hemisphere, biome, climate, Atlantic Forest Biome, Temperate Deciduous Forest Biom, Tijuca National Park, Copacabana Beach, Rio Carnival, Sugarloaf Mountain, Christ the Redeemer, export, six-figure grid references, easting reference, northing reference</p>

YEAR 6 GEOGRAPHY INTENT			
	Advent - The Amazon Rainforest Know the biomes and impact of deforestation on the community of the Amazon Rainforest. Human & Physical Geography Locational Knowledge Geographical Skills & Fieldwork	Lent- Developing Countries in Africa Africa Continent Study Human & Physical Geography Locational Knowledge Geographical Skills & Fieldwork	Pentecost- Care for Our Common Home Impact of Climate Change on Biomes Human & Physical Geography Locational Knowledge Geographical Skills & Fieldwork
National Curriculum	Locational knowledge: -locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Human and physical geography: describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts -human geography, including: land use, economic activity including trade links, and the distribution of natural resources Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.	Locational knowledge: -locate the world's countries, using maps to focus on countries and continents concentrating on their environmental regions, key physical and human characteristics. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Human and physical geography: describe and understand key aspects of: -human geography, including: land use, economic activity including trade links, and the distribution of natural resources Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.	Locational knowledge: -locate the world's countries, using maps to focus on countries and continents concentrating on their environmental regions, key physical and human characteristics. -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Human and physical geography: describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts -human geography, including: land use, economic activity including trade links, and the distribution of natural resources Geographical skills and fieldwork: -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.
Core Knowledge	<ul style="list-style-type: none"> • Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich 	<ul style="list-style-type: none"> • Know main human and physical differences between developed and developing countries. 	Linked to Year 6 RE "Common Good" topic:

	<p>Meridian are on a world map. (recall prior knowledge from year 5)</p> <ul style="list-style-type: none"> • Know that the rainforest is divided into four layers: Undergrowth, Understory, Canopy and Emergent Layer. • Know the plant life of Amazon Rainforest (forest vegetation belt). Build on year 5 Pentecost term • Know deforestation is the purposeful clearing of forested land. • Know throughout history and into modern times, forests have been razed by humans to make space for agriculture and animal grazing, and to obtain wood for fuel, manufacturing, and construction. • Know the products that we use every day that are produced as a result of deforestation (beef, palm oil, cocoa, coffee, timber). • Know how the humans and animals (and their habitats) that live in the Amazon are impacted by deforestation. • Know some of the agencies and charities working to combat deforestation. • Know that the Amazon rainforest is an example of a tropical rainforest biome however there are other biomes within it. • Know the different vegetation and plant life of the tropical biome. 	<ul style="list-style-type: none"> • Know that geographers use social, economic and political indicators to measure development in countries throughout the world. • Know the physical factors affecting the development of a country are: climate, natural resources, location (trade routes/being close to the sea), natural hazards/disasters. • Know the political factors affecting the development of a country are: barriers to trade, corrupt or unstable governments, and war. • Know some of the social factors affecting the development of a country are: discrimination, over population. 	<ul style="list-style-type: none"> • Know what is meant by biomes and explain what the features are of a specific biome. • Know that the main types of biomes are rainforest, desert, savannah, woodland and grassland. • Know the link between a biome's characteristics and its location in relation to the Equator. • Know the physical geography features of the different types of biomes. • Know the climates of the different types of biomes. • Know the vegetation belts of each type of biome- forest, grassland, tundra, desert, and ice sheet. Build on advent knowledge • Know that positive and negative choices can impact people in other locations across the globe. • Know that Pope Francis' Encyclical Letter "Laudato Si" calls for humans to care for their common home. • Know the part humans have played in causing climate change. • Know that some natural disasters are exacerbated by the choices made by humans (eg. tsunamis and rising ocean levels due to melting polar ice caps). • Be aware of their own responsibility in the world.
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Wider Knowledge	<ul style="list-style-type: none"> • Know the climate of the Amazon Rainforest. • Know which animals live in the Amazon Rainforest. • Know the products that come from the Amazon Rainforest - chocolate, medicines, nuts, vanilla seed pods, coffee, moisturisers and shampoos. • Know that an area of rainforest the size of a football pitch is cut down every 6 seconds. • Know the reasons why deforestation is happening. • Know how we can positively impact deforestation in our daily lives. • Know how different tribes live in the Amazon Rainforest. • Know how and why life has developed around the Amazon River. <i>Build on prior knowledge of rivers and settlements in previous year groups.</i> 	<ul style="list-style-type: none"> • Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to the continent of Africa. • Know across Africa the different types of: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Know how the world has benefitted from the strengths of the people/continent of Africa. • Know some African heroes who have made a positive impact on the world. 	<ul style="list-style-type: none"> • Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to the different biomes. (Recall prior knowledge) • Know across the types of biomes, the different types of: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Know which biomes are more heavily populated and why. • Know the different vegetation and plant life of the different types of biomes. (Building on prior knowledge from Advent Term) • Know the names of and locate some of the world's deserts. • Know which method to use to measure, record and present the human and physical features in the local area e.g. sketch maps, plans and graphs and digital technologies.
Skills	<ul style="list-style-type: none"> • Label the four layers of the rainforest. • Use maps to locate areas they think may be different biomes e.g. very green areas could be 	<ul style="list-style-type: none"> • Select the most appropriate resource/map for different purposes e.g. Google earth to 	<ul style="list-style-type: none"> • Use knowledge of biomes to make suggestions for places in the world which may be specific named biomes.

	<p>rainforests, flat pale ones could be deserts etc.</p> <ul style="list-style-type: none"> • Use a range of sources to find information. • Locate other rainforests using Google earth and maps, identifying patterns in their location. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, oranges (<i>build on the work of year 3 to discuss and debate fair trade</i>). • Investigate the facts around fair trade and join in a reasoned discussion. • Use six-figure grid references, using them to locate and describe local features (<i>Building on from 4 figure grid references in year 4</i>). • Locate the Equator and tropics of Cancer and Capricorn on a map, atlas and globe in relation to the worlds rainforests and explain the reason for their location making links between the Equator and the tropics to climate of rainforests. 	<p>find a village, atlas to find a country/continent, etc.</p> <ul style="list-style-type: none"> • Use 8 points of the compass to locate countries and land features. • Use 6 figure grid references to locate, borders and land features. • Explain how these features may have changed overtime by comparing maps from different time periods. E.g. borders • Locate key physical features using on a map/atlas/digital technologies e.g. mountain ranges, rivers, volcanoes etc. • Explain the climates of given countries in Africa and relate to prior knowledge of the equator and tropics. • Use prior knowledge to describe and explain the processes that cause natural disasters. • Draw conclusions about the impact of natural disasters through the study of a range of different sources. • Ask questions about why a country is still developing today. • Use newspapers and current affairs programmes to find knowledge of current events across developing countries of Africa. • Use Dollar Street to ensure photos are current and accurately representational. 	<ul style="list-style-type: none"> • Make links between the Equator and the tropics to climate of different biomes. • Use a world map to plot the location of different biomes. • Select the most appropriate resource/map for different purposes e.g. Google earth to find a village, atlas to find a country/continent, etc. • Use 8 points of the compass to locate countries and land features. • Use 6 figure grid references to locate, borders and land features. • Locate key physical features using on a map/atlas/digital technologies e.g. mountain ranges, rivers, volcanoes etc. • Use prior knowledge to describe and explain the processes that cause natural disasters. • Draw conclusions about the impact of natural disasters through the study of a range of different sources.
Diversity Links	<p>Refer to the <u>Amazonian peoples</u> who live in the Amazon rainforest to this day. Around 20 million indigenous people still live in the Amazon rainforest but they are passionate campaigners for conserving the rainforest. There are very few</p>	<p>Refer to the knowledge 'Know how the world has benefitted from the strengths of the people/continent of Africa.</p> <p>Refer to <u>Aya Chebbi</u> - an award-winning Pan-African feminist. She is the first ever African</p>	

	<p>"uncontacted tribes" still living the traditional life and many of the people classed as indigenous now wear western clothes and use pots and pans to cook with.</p>	<p>Union Special Envoy on Youth and the youngest diplomat at the African Union Commission Chairperson's Cabinet. She continues to travel across the continent of Africa to support and train thousands of social movement leaders and activists on mobilization, blogging, leadership and non-violence and continues to travel the world as a scholar, mentor, speaker and activist.</p>	
Vocabulary	<p>the Amazon Rainforest, the Equator, emergent, undergrowth, understory, canopy, habitat, inhabitants, tribes, native, endangered, extinct, export, import, deforestation, biomes, hemisphere, tundra, desert, grassland, rainforest, trade links, fair trade, six-figure grid references, tropic of Cancer, Tropic of Capricorn, easting reference, northing reference</p>	<p>continent, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, developing world, physical, political, social, government, climate, natural disasters, economy, trade, landlocked, desert, rivers, discrimination, equality, inequality, athlete, politician, activist</p>	<p>biome, rainforest, desert, savannah, woodland and grassland, latitude, longitude, the Equator, Tropic of Capricorn, Tropic of Cancer, natural disaster, climate change, common home, Laudato Si, Pope Francis, Encyclical letter, drought, deforestation, famine, pollution, waste, recycling, tsunami, hurricane, erosion.</p>