

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	<u>Rationale</u> Geography is taught through child interest led activities. These skills incorporate the prime and specific areas of learning from the requirements of Development Matters. <u>Skills</u> Communication and Language: • Use a growing geographical vocabulary to talk about weather, seasons and the natural world. • Describe what they can see, hear, smell and touch outdoors. • Talk about family experiences, photographs and familiar places • Understand and use positional language such as <i>under</i>, <i>on top</i>, <i>behind</i>. • Discuss similarities and differences between natural materials using vocabulary such as <i>same</i> and <i>different</i>. • Begin to make simple predictions about environmental changes (e.g. what might happen if it snows). • Ask questions about places, the natural world and how things change over time. • Explain why things happen and how things work in the natural environment. Personal, Socials and Emotional Development • Develop a sense of belonging within their family, setting and local environment. • Show curiosity and confidence when exploring outdoor spaces. • Begin to understand the need to care for living things and the natural environment. • Develop awareness of occupations and the roles people play within their community. • Develop a stronger sense of belonging through sharing family experiences and celebrations. • Show increased responsibility when caring for plants, living things and the environment. Physical Development • Explore the outdoor environment using all senses. • Collect, carry and sort natural objects during outdoor exploration. Literacy • Listen to stories and non-fiction texts about seasons, weather and families. • Use books to learn about the natural world Mathematics • Sort natural objects by colour, size and shape. • Compare objects found in the environment. • Sort and classify natural materials based on their properties. • Use positional language such as <i>behind</i> and <i>next to</i>. • Explore distance and position through stories and outdoor experiences. • Order and sequence events over time. Understanding the World: • Talk about family members, homes and familiar places. • Learn about celebrations and special events experienced by different families. • Observe seasonal change during Autumn. • Explore natural materials using their senses. • Collect, sort and compare natural objects. • Use simple fieldwork skills to investigate the environment.						

	• Talk about similarities and differences between families and communities. • Learn about occupations and people who help us. • Learn about celebrations including Chinese New Year, Valentine's Day and Easter. • Explore and compare materials with different properties. • Observe changes from Winter to Spring. • Predict simple changes in the environment. • Develop understanding of caring for the natural world. • Share experiences and traditions from their own families and cultures. • Begin to recognise that families may have different beliefs, experiences and traditions. • Develop understanding of plant growth and change over time. • Plant seeds and care for growing plants. • Recognise and describe simple plant life cycles. • Observe growth, decay and change in living things and natural materials. • Explore forces in the natural world. Expressive Art and Design • Use natural objects and materials to create pictures, models and transient art. • Represent features of the natural environment through mark-making and creative activities.	
Reception	<u>Rationale</u> Geography is taught through child interest led activities. These skills incorporate the prime and specific areas of learning from the requirements of Development Matters. <u>Skills</u> Communication and Language: • Discuss observations of seasonal changes using appropriate vocabulary. • Describe features of the school grounds and local area. • Explain similarities and differences between places, people and environments. • Use talk to compare the local environment with a contrasting location. • Explain how weather and seasons affect the natural world. • Discuss different environments using increasingly precise geographical vocabulary. • Use geographical vocabulary to describe contrasting locations and environments. • Discuss similarities and differences between places locally and around the world. Personal, Socials and Emotional Development • Develop respect for different communities, celebrations and beliefs. • Care for and value the natural environment through first-hand experiences outdoors. • Understand that people live in different environments around the world. • Develop responsibility for caring for the environment and living things. • Recognise themselves as members of both their school and wider community. • Develop awareness of how people live in different places around the world. Physical Development • Participate in Autumn walks and outdoor investigations. • Navigate the school grounds and woodland area safely and confidently.	

Literacy

- Use fiction and non-fiction texts to learn about Autumn, animals and local places.
- Develop vocabulary linked to seasonal change and the environment.
- Use books, websites and videos to research polar regions, weather and habitats.

Mathematics

- Compare and classify natural materials.
- Use mathematical language to compare size, length and quantity when exploring the environment.
- Use positional and directional language to describe routes and locations.
- Create and follow simple routes.
- Draw simple maps linked to familiar environments.

Understanding the World:

- Become familiar with the school grounds and surrounding area.
- Learn about important places in the local community, including the church and library.
- Recognise that people celebrate special times in different ways.
- Observe and describe weather and seasonal changes.
- Understand how seasons affect plants, animals and weather.
- Explore the woodland area, school grounds and local environment.
- Use simple fieldwork skills to collect information and record observations through photographs and videos.
- Compare, classify and discuss natural materials and features.
- Compare their own community with a contrasting location.
- Learn about life in different parts of the world, including polar regions.
- Explore how people in different communities and cultures live and celebrate.
- Compare Winter with Spring and explain seasonal changes.
- Make observations of a contrasting environment such as the Arctic.
- Compare the local area with a different location.
- Investigate animals that live in cold climates.
- Understand how animals survive in different environments.
- Develop fieldwork skills through observation, comparison and recording changes over time.
- Know the name of the road and town where their school is located.
- Recognise features of the local area.
- Compare life in the UK with life in other countries.
- Explore a contrasting environment such as a rainforest.
- Describe similarities and differences between contrasting locations.
- Explore and describe the season of Summer.
- Compare Summer with Autumn, Winter and Spring.
- Name and describe plants and animals.
- Understand what plants need to grow and survive.
- Observe plant life cycles first-hand.
- Compare local wildlife with wildlife found in contrasting environments.
- Use vocabulary to describe both natural and human features of environments.
- Draw information from a simple map.
- Create simple maps of the school grounds and local area.
- Interpret aerial photographs of the school environment.
- Identify roads, buildings and open spaces on maps and aerial views.
- Undertake local fieldwork in Ormesby Woods, the local park and surrounding area.
- Compare two local environments (e.g. Ormesby Woods and Middlesbrough town centre).

Expressive Art and Design

- Draw and paint from observation using natural objects.

- Represent seasonal change and features of the natural world through art and design.
- Create observational drawings of seasonal changes in the environment, such as spring flowers and trees.

Year 1	<u>Our local area and fieldwork skills Comparing countries of the UK</u>		<u>Weather</u>	Fieldwork and positional language-using the school field and woodland Visit to Stewart Park
	Rationale Children revisit and develop map skills from EYFS by exploring the school grounds and school's locality. The large school grounds are ideal for children to practise map and fieldwork skills. Children talk about the natural environment and raise questions about what they have experienced, and they find answers and share these with others. Our local park, 'Stewart's park' has many features to bring to life children's understanding of natural features and develops the children's knowledge of the local area from EYFS. Children will explore beyond the learning from EYFS of their immediate local area to explore the countries of the United Kingdom. They will look at major cities in the four countries and children who have visited different UK countries and cities will be able to share their knowledge with their peers. Children will begin to understand the diverse human and physical geography of the UK and how there are different ways of living.		Rationale Children will use first-hand experiences and observations to identify seasonal patterns and daily weather patterns in the UK. Children will summarise their observations and experiences of weather that are talked about throughout the year. This topic links to science topics of 'Seasons' and 'Plants'. It also links maths and science when children collect data to record the weather. Children incorporate working scientifically skills, for example measuring rainfall. This will be ongoing throughout the year so that children 'experience' the seasons and it is then brought together in this topic. Children revisit the countries of the UK and their capital cities when reading weather maps.	

	<u>Skills</u> • I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and the surrounding seas. • I can talk about the characteristics of the UK's capital cities. • I can use vocabulary relating to human and physical geography. • I can explain what physical and human features are and use them to describe what a village, town or city is like. • I identify a range of physical and human features from aerial photographs • I can show awareness of my locality and identify ways it is similar and different to a distant place. • I can draw a simple map using a key and symbols (of school). • I can use simple compass directions and locational and directional language to describe the location of features and routes on a map. • I can talk about a natural environment, naming its features using key vocabulary.		<u>Skills</u> • To explore maps and globes to find and locate the 4 countries of the UK. • To investigate the visible changes that happen in each season. • To explore using a compass. • To investigate daily weather patterns • To investigate and explore the weather across the UK. • To identify appropriate clothing for each season and investigate how the weather changes in each season.	
	<u>Vocabulary</u> City, town, village, aerial, photograph, map, atlas, near, far, capital, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, British Isles, London, Belfast, Edinburgh, Cardiff Map, North, East, South, West, near, far, left, right		<u>Vocabulary</u> England, Scotland, Wales, Northern Ireland, United Kingdom, Cardinal Points, North, East, South, West, Spring, Summer, Autumn, Winter, Weather patterns, cold, warm, hot, snow, rain, sunny	
	<u>Knowledge</u> • Children will be able to locate the four countries and the capital cities of the UK. • Children will be able to talk about how Ormesby is different and similar to other UK locations. • I can locate places using locational and directional language. • Children will be able to talk about Stewart's park, discussing the natural features such as trees, lake and recreation. • Children will be able to locate Stewart's park on • a simple map and describe its location using simple language.		<u>Knowledge</u> • To know and name the 4 countries of the UK – England, Scotland, Northern Ireland and Wales. • To know name the 4 seasons – Spring, Summer, Autumn and Winter • To describe some changes in each season (e.g., leaves turning brown and falling off trees). • To know the four compass directions are north, south, east and west • To know the arrow on a compass always points north • To be able to describe different types of weather	

			everywhere in the UK - To know how to describe the weather each season. - To know the weather changes each season. - To know how to prepare for each season's weather.	
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Year 2	<u>Comparing and contrasting UK with a non-European country</u>	<u>Hot and cold</u>	<u>Human and physical features of Saltburn</u>	Saltburn visit Links to History visit to Captain Cook museum at Stewart's park
	<u>Rationale</u> This topic will be taught alongside the History topic of 'Captain Cook'. Children will use their knowledge of the UK from Year One to explore how our country and local area have similarities and differences of that of a different country. This allows children who may have limited travel experience to see the wonders of physical and human geography.	<u>Rationale</u> This topic has been chosen as children have already learned about Captain Cook and it builds on their knowledge of the wider world. The children revisit and then locate the continents and oceans. It links to the science topic about how animals adapt to their surroundings. Children will see beyond Ormesby and the UK. Children are to explore the wider world using a range of resources that they may not have at home, including maps and atlases. They will see the wider world which hopes to develop a love of geography and inspire them to visit or study further when they are older. Children will use atlases and maps on a wider scale.	<u>Rationale</u> This topic will be taught along the History topic 'Victorians' and our local seaside town of Saltburn. Children experience physical and human features for themselves. Children revisit skills from Year One to explore photographs and aerial maps as well as drawing their own and using locational and directional language. During a visit to Saltburn children will walk through the Valley Gardens down to the beach and see key physical features such as forest, rivers, cliffs and sea.	
	<u>Skills</u> - I can name the seven continents and five oceans. - I can identify a range of human and physical features in my local area. - I can compare my local area with a contrasting settlement (Australia) and describe some of the physical and human features. - I can describe my locality and how it is different or similar to a distant place.	<u>Skills</u> - To identify the 5 oceans on a map and globe. - To identify the 7 continents on a map and globe. - To describe what and where the equator is. - To describe what and where the poles are. - To describe patterns in where hot and cold countries are.	<u>Skills</u> - I can use basic geographical vocabulary to refer to key physical features and key human features, including landmarks. - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Saltburn. - I can read a simple map with a key. - I can produce my own map of Saltburn with basic symbols and key.	

	<u>Vocabulary</u> city, town, village, factory, farm, house, office, port,	<u>Vocabulary</u> Continent, Europe, Asia, Oceania, North America, South America, Africa, Antarctica, North Pole, South Pole, Equator, atlas, globe	<u>Vocabulary</u> shops, parks, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, town, houses, valley, vegetation, coast	
	<u>Knowledge</u> - Children will be able to compare their local area to that of a different place. - Children will be able to state some of the geographical activities that take place in our local area such as industries, housing, shopping and recreational and compare it to Australia, e.g. the great barrier reef.	<u>Knowledge</u> - To know hot areas of the world are near the equator. - To know the equator is an invisible line around the middle of the Earth to separate its two halves. - To know cold areas of the world are near the north and south poles. - To know the poles are two points at the most southernly and northernly point of the Earth. - To know where the 7 continents of the world (North America, South America, Europe, Asia, Africa, Oceania, Antarctica) are on a map and globe. - To know where the 5 oceans of the world (Indian, Pacific, Atlantic, Southern, Arctic) are on a map and globe.	<u>Knowledge</u> - To know how to use basic geographical vocabulary to refer to key physical features and key human features, including landmarks. - To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Saltburn. - To know how to read a simple map with a key. - To know how to produce my own map of Saltburn with basic symbols and key.	

Year 3	<u>Water and weather</u>	<u>Physical and human features- tour of Europe</u>	<u>Volcanoes and earthquakes</u>	Collecting data about weather on-site Visit to local landmarks
	<u>Rationale</u> Children revisit the seasons and weather topic covered in KS1 and develop their knowledge to understand the reasons behind the seasons and weather patterns. Children build upon previous locational knowledge of capital cities and name other cities and counties of the UK. Children use basic fieldwork to observe, measure, record and present the weather in their local area and record this using simple graphs.	<u>Rationale</u> Children will travel around the major countries and cities of Europe. The topic will help children realise there are a variety of different and interesting areas away from the local community and that their cultures and ways of life may be different but equally as important as ours. This builds upon the focus of the UK in KS1 to wider Europe.	<u>Rationale</u> Children are introduced to physical geographical features in countries and geographical areas that they may not have heard of or seen. They recap the continents from Year Two and apply this learning whilst locating tectonic plates. Children build up a wider understanding of the world as a whole. They focus on case studies in Europe before moving to the wider world in later KS2.	

	<u>Skills</u> - I can describe the water cycle in sequence, using appropriate vocabulary. - I can identify the northern and southern hemisphere. - I can locate specific counties and cities in the UK when reading weather maps. - I can use simple maps and keys. - I can use my observations and measurements to record the weather in my local area and present this on simple graphs and charts.	<u>Skills</u> - I can identify different human environments, such as the local area and contrasting settlements such as a village and a city in different countries - I can recognise the main land uses that occur in different settlements using a range of key vocabulary. - I can locate countries in Europe on a map or atlas. - I can use the zoom function of a digital map to locate places. - I can use 4 points of the compass when describing locations in relation to the UK.	<u>Skills</u> - To know how to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills and mountains). - To know how to compare the likelihood of earthquakes in the UK to areas on tectonic plate boundaries in other parts of the world. - To know how to locate tectonic plates on a map and to know how they move. To know how to locate specific volcanoes using a map. To know how to explain how volcanoes form and why they erupt, using knowledge of tectonic plates. - To know how to use a map, including a key, to locate specifics	
	<u>Vocabulary</u> Evaporate, condenses, precipitation, groundwater, liquid, solid, gas, water cycle, water vapour, rainfall, Northern Hemisphere, Southern Hemisphere, Equator	<u>Vocabulary</u> Climate, United Kingdom, Europe, hills, mountains, coasts, rivers, trade, diverse, North, East, South, West	<u>Vocabulary</u> Crust, mantle, inner core, outer core, tectonic plates, lava, volcano, earthquake, epicentre, seismic waves	

	<u>Knowledge</u> - Children will describe the water cycle using a range of geographical language. - Children will discuss why the weather in the UK is unpredictable. - Children can describe why we have seasons using appropriate vocabulary. - Children can name and locate counties of the UK and major cities in the context of weather maps. Children will locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. - I can use my knowledge of European countries when reading weather maps.	<u>Knowledge</u> - Children will be able to state where the UK is in relation to other European countries. - Children will be able to state and describe major landmarks of some European cities e.g. Colosseum in Rome, Buckingham Place London, Eiffel Tower Paris. - Children will be able to use their knowledge of a British city to compare it to a major European city, discussing physical and human features. - Children will describe the characteristics of settlements with different functions, e.g. coastal towns, villages - Children will be able to locate the UK, France, Italy and Spain on a map.	<u>Knowledge</u> - To know what causes an earthquake. - To know the distribution of earthquakes occurring around the world. - To know how to describe why earthquakes happen at some locations but not others. - To know what causes a volcano. - To know why volcanoes and earthquakes often occur at the same locations around the world - To know how to discuss the impact of a volcano using the case study of Eyjafjallajokull, Iceland.	
Year 4	<u>Rivers</u>	<u>Mountains</u>	<u>Natural resources, energy and sustainability</u>	Orienteering River Tees/Teemouth visit

	<u>Rationale</u> Children study their local river, the Tees, before looking at rivers around the world. This topic gives children the opportunity to experience the beauty of their local geographical area and inspire them to look at other aspects of geography close to home. Children widen their understanding of different countries in different continents, such as the Amazon (South America), Nile (eastern Africa) with the main focus on the Volga (Europe-Western Russia).	<u>Rationale</u> Children use and recap their knowledge of tectonic plates from Year 3 when learning about how mountains form. This also links to their Science topic around the water cycle. Children are shown natural beauty in their own country and compare the human and physical features of the Lake District to the Rocky Mountains. Children will be taught about compass points that will be used in their PE Orienteering topic.	<u>Rationale</u> Children explore natural resources available in the UK and compares this to the wider world. Children use their knowledge of countries in the UK. Children explore Chile (South America) and its natural resources and compare this to the UK.	
	<u>Skills</u> • I can locate major rivers of the world using maps, atlases and globes. • I can label the different parts and stages of a river. • I can speak about the human impacts on rivers. • I can locate and talk about the characteristics of major rivers of the world. • I can talk about river erosion and transportation and deposition. • I can talk about the use of rivers and why they are important to people. • I can carry out fieldwork at the River Tees by investigating the speed and depth of the river. • I can use 4 figure grid references when locating places on the route of the River Tees. • I can talk about how land use has changed on the River Tees over time.	<u>Skills</u> • To know how to locate locations on a map and digital/computer mapping, understand the significance of latitude and longitude in regards to the location of mountains around the world. • To analyse evidence and draw conclusions to compare a region of the UK (Lake District) to a region of Europe (the Alps) and North America (Rocky Mountains), for instance, land use. • To understand that mountains are formed in a number of ways, the Earth's crust is made up of tectonic plates, begin to understand the composition of Earth – crust, mantle and core. • Use four-figure grid references when locating areas and to begin to use 8 points of a compass to describe locations.	<u>Skills</u> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	<u>Vocabulary</u> Source, mouth, erosion, meander, water fall, rapids, flow, Stockton, Yarm, High Force, Tees, Port, rural, urban, land use,	<u>Vocabulary</u> fold mountain, settlement, tectonic plates, Earth's crust, mountain, hill, river, land-use, latitude, longitude	<u>Vocabulary</u> sustainability, fossil fuels, natural resources, renewable, non-renewable, pollution	

	<u>Knowledge</u> - Children will be able to describe the parts of a river. - Children will be able to describe the key physical features of the River Tees from source to mouth. Children will carry out a fieldwork trip, plan, and carry out an investigation into speed and depth of the river. Children will also sketch physical features of the river such as High Force. Children will be able to locate key places on the River Tees using a variety of maps.	<u>Knowledge</u> - To know where the Alps (Italy, France, Switzerland, Germany, Austria and Slovenia) and the Rocky Mountains (North America-Canada, USA, Mexico) are on a physical and digital map - To know that mountain ranges are formed using tectonic plates - To know the characteristics of mountain ranges in a region of the UK and a region of Europe and North America. - To know the significance of latitude and longitude. - To know what four-figure grid references are - To know the 8 points of a compass		<u>Knowledge</u> - To know how to explain about a range natural resources and why different countries supply different resources. - To know how to discuss the use of natural resources has changed over time. - To know to discuss the uniqueness of Chile, concentrating on its key physical characteristics, such as its unique shape and differing climates that allows a range of natural resources to be produced including food, minerals and metals - To know how to compare the natural resources of the UK with Chile and locate both countries using a map. - To be able to describe how using natural resources can cause problems - To be able to list the natural resources in the UK.	
Year 5	<u>Energy and sustainability</u>	<u>Biomes</u>	<u>Slums</u>		Orienteering
	<u>Rationale</u> Children learn about real-life issues that the globe is facing surrounding energy supplies. It encourages children to take responsibility for their part in improving our local and global environment. Children study Curitiba, Brazil, widening their experience of South America and the changes that have been made to be more sustainable and compare it to Freiburg, Germany.	<u>Rationale</u> This topic develops children’s understand of physical geography and environmental regions. Children revisit identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and are introduced to the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian. Children see the vast difference in environments around the world and how these contrast to their own experience of the world. Children will also use 8 points of the compass alongside their PE ‘Orienteering’ topic.	<u>Rationale</u> Children will explore a very different use of land and settlements to their own experiences by locating slums in North and South America before focusing on Dharavi, India. This will increase children’s understanding of different living conditions when they compare it to their personal experiences. Children will revisit key skills of geographers by using maps, atlases and computing mapping. Children begin to understand the wider world.		

	<u>Skills</u> • I can extend my knowledge of countries in Europe and South America. • I can observe how land use and resource use has changed over time in the context of providing energy sources. • I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Germany), and a region within North or South America (Brazil).	<u>Skills</u> • To know how to research places around the equator and explore weather patterns and the effects on the weather as you move from the tropics to the poles. • To be able to research different types of climates, soils and vegetation in tundra, boreal, tropical, deciduous, grassland, savannah and desert biomes. • To know how to use a map to identify the different biomes across the continents. • To know how to classify flora and fauna depending on their biome. • To know how to identify adaptations made by fauna and flora to their biome. • To know how to identify patterns of the locations of biomes using	<u>Skills</u> • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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	
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		- atlases. - To know how to identify adaptations made by fauna and flora to their biome. - To know how to classify essential and desirable resources. - To know how to compare characteristics of biomes. - To know how to identify research the main biomes of the UK and what it may have looked like in the past. - To know how to research why deforestation in the UK may have occurred and the positives and negatives.			
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	<u>Vocabulary</u> Fossil fuel, economy, renewable energy, non-renewable, sustainable, non-sustainable, solar energy	<u>Vocabulary</u> climate, rainfall, temperature, weather, ecosystem, adaptation, camouflage, hibernation, migrate, prey, predator, resource, drought, biomes, fauna, flora	<u>Vocabulary</u> Slum, Settlement, Densely Populated, Inhabitant, Urbanisation, Urban, Rural, Migration, Push Factors, Pull Factors, Services, Inequality, Quality of life, Standard of living, Self-help schemes		
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Knowledge

- I can explain examples of sustainable and non-sustainable energy sources.
- I can explain why the environment is under pressure.
- I can explain how Curitiba and Freiburg have used sustainable sources.
- I can consider ways that the UK could work towards being more sustainable.

Knowledge

- The climate is the usual pattern of weather.
- Places near the Equator are hot and wet.
- Places get colder as you move from the tropics to the poles.
- Biomes are large-scale ecosystems defined by factors such as climate, soils, and vegetation.
- Biomes have similar plants and animals.
- Biomes are influenced by climate zones.
- The same biome can be found across different continents.
- The tundra biome is furthest from the Equator.
- If we move from the tundra towards the Equator, we encounter the boreal forest, deciduous forest, and grassland biomes.
- The flora and fauna of each biome

Knowledge

- A slum is a heavily populated, informal settlement.
- Slums develop due to migration, urbanisation and colonialism, poor house planning, opportunities for work and/or natural disasters
- 2 slums are: Rocinha and Dharavi
- Challenges faced in Rocinha and Dharavi include: high crime rates, gangs, access to fresh water and sanitation, lack of transport links, unsuitable buildings
- People move to cities for work, money and better opportunities.
- Slums are located around cities because of; migration, urbanisation, colonialism, poor house planning, natural disasters.
- A slum is often defined as being: unsafe, and/or

		have adapted to survive the conditions. • The tropical rainforest biome is located along the Equator. • The savannah biome is often located either side of the tropical rainforest biome. • Moving further north or south you encounter areas of desert. • The flora and fauna of each biome have adapted to survive the conditions. • Some resources are essential for humans to live. • Other resources are desirable for humans, but not essential. • Each biome is different for the humans living there. • Some characteristic s of biomes are positive for humans. • Some characteristic s are	unhealthy homes, overcrowded with limited or no access to basic services: water, toilets, electricity, transportation • Challenges that people in slums face include: increased health issues, basic hygiene needs being not met, overcrowding and limited access to medical provision • Name 3 possible solutions to support people living in slums – 8 solutions are 1) recognition of the slum challenge 2) a people-centred approach 3) government leadership 4) giving residents land security 5) slum upgrading with financial investment 6) job creation 7) collection of better data of conditions in slums 8) community based approaches. • Crime develops in slums because; there are few jobs for young people	
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		negative for humans and present a challenge. • The United Kingdom sits within the deciduous forest biome. • The United Kingdom was once covered in deciduous forests. • Most of those deciduous forests have now been cleared. • There are reasons for and against the deforestation. • Fieldwork can be useful to investigate and answer questions.	as children stop going to school after primary school and miss out on opportunities.		
Year 6	<u>Local fieldwork</u>	<u>Population</u>	<u>Globalisation</u>	School field – revisiting early map skills Danby moor centre Visitors	
	<u>Rationale</u> Children use skills acquired throughout primary school to engage in their own geographical investigations. Children apply their skills of data collection learnt in Maths and Science. Children see how professional geographers carry out fieldwork. Children build their own lines of enquiry and explore to find the answers themselves. Children will use skills that they may not have opportunity to at home. Children will use their compass knowledge from KS2 'Orienteering' in the context of fieldwork.	<u>Rationale</u> This topic allows children to realise the vastness of human population on Earth. Children revisit key skills of reading data from a geographical perspective and thinking 'like a geographer'. Children learn about Japan and the impact of its ageing population. Children explore food security. Children explore countries in the different continents.	<u>Rationale</u> Children explore the wider world outside of their experiences. Children build upon their understanding of economic activity and trade links from the Spring term. Children use their understanding from throughout primary school to see how countries from different continents link together.		
	<u>Skills</u> • I can select data to include in a presentation. • I can present data using my chosen method. • I can discuss the process of collecting data. • I can examine the data collected.	<u>Skills</u> • I can define global population distribution. • I can describe how and why the global population has changed. • I can begin to explain why people may	<u>Skills</u> • I can discuss how globalisation has impacted upon economic activity including trade links, and the distribution of natural resources including energy, food, minerals		

	- I can add data to a digital map. - I can come to a conclusion about what the data shows. - I can manage risks during fieldwork. - I can follow a route on an OS map. - I can record data using a variety of methods. - I can select the start and end of the route. - I can plot the points on the route where data will be collected. - I can identify any risks that may be encountered on the route. - I can identify what data needs collecting to answer the enquiry question. - I can justify why I have chosen a data collection method. - I can design a data collection method. - I can explore changes and issues occurring in my local area. - I can determine my initial understanding of a local issue. - I can identify what I want to find out about a local issue.	choose to live in a particular environment. - I can define birth rate and death rate. - I can describe what influences birth and death rates. - I can identify the natural increase of a population on a graph. - I can define migration. - I can describe push and pull factors. - I can explain why some migration is involuntary. - I can give reasons why climate change is happening. - I can describe the impact of climate change on the population. - I can suggest ways to fight climate change at a local level. - I can follow a pre-prepared route on an OS map. - I can suggest ways to tackle an aging population. - I can draw conclusions by looking at population graphs.	- and water. - To know how to locate countries and major cities concentrating on their environmental regions, key human characteristics	
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	<u>Vocabulary</u> Hypothesis, analysis, evaluation, enquiry, field sketch, grid reference, quantitative data, qualitative data, compass points	<u>Vocabulary</u> Birth rate, death rate, life expectancy, population density, food security, ageing population	<u>Vocabulary</u> Exports, globalisation, imports, trade, transnational corporation, economic activity	
	<u>Knowledge</u> - Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Locating many cities in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human	<u>Knowledge</u> - To define birth and death rates and describe why they change. - To understand the change and distribution of the global population. - To recognise the push and pull factors influencing migration. - To begin to understand the impact climate change can have on the global population. - To collect data showing how population impacts the amount of traffic and litter in an area. - To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	<u>Knowledge</u> - I know what globalisation is and how it began. - I can explain how technologically advanced and how this has impacted communication. - I can explain how globalisation has impacted upon trade. - I can discuss pros and cons of globalisation. - I can locate countries on a map in the context of globalisation.	

features in countries studied.

- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the eight compass points on an OS map.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this