Geography

Why do we teach Geography?

The intention of the Geography Curriculum at St Mary's Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

How do we teach Geography?

At St Mary's, Geography is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills within each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum.

Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document.

Our geography curriculum is ambitious for all pupils. We therefore consider ways of minimising and reducing barriers so that all pupils are included. The areas where we consider varying approaches, adaptations and scaffolds that include maintaining an inclusive learning environment, using multi-sensory approaches (including ICT), working with additional adults, managing peer relationships through particular groupings, using a wide range of recording methods, ensuring clear communication for all needs, and allowing for formative assessment by ensuring learning objectives and outcomes are understood by all children and assessment methods are wide ranging so not reliant on writing ability.

What do we want our children to achieve through their Geography lessons?
Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. They will have an extensive base of Geographical knowledge and vocabulary, and aspire to discover more about the world, through reading, travel or the media. Pupils will develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry. They will have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. Pupils will demonstrate the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Where it all begins - laying the for Geography in EYFS

Through 'Understanding the World' children learn about their immediate locality and familiar features building on their everyday experiences. They encounter distant places through topics and stories. They observe and discuss the weather and learn about and how it can affect us.

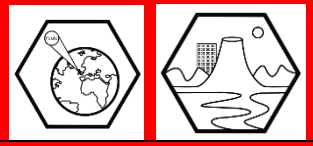
Autumn	Spring	Summer
Maps: Local area study: Walk around local area and find features on maps. Children will learn the name of their school and local area. Understand that a map is a drawing from above. Draw imaginary maps in their play. Children will be able to find features of their own environment on a simple map or oblique aerial photograph.	Find out about a different parts of the world and make comparisons with their own world – hotter/colder. Learn geographical words for physical features, forest, beach etc.	Contrasting environments: Look at different features of different landscapes. Find features of their own environment on a simple map or oblique aerial photograph.

Vocabulary
Autumn - house, bungalow, shop, park, car, traffic, litter, road, map, area, place Spring - hill, stream, slope, river, beach, forest, sea, mountain, Summer – physical features, human features, environment, map, oblique map, aerial photograph.

Geography Curriculum – Big Ideas:

The Big Ideas are the key concepts:

Our World	Environment	Sustainability	Weather & Climate
			
We know that we are part of a bigger world – our place in the world compared to others.	**We learn about the physical and human features of a place and the impact of human action on the environment.**	**We learn that the world has limited resources that must be managed.** **We learn about the impact that we have on our world and the responsibility that we have to protect it.**	**Patterns of weather are different across the world and can change depending on time and place.**
Location			
			
People live where they do for different reasons – this can be for any of the reasons in the big ideas above.			

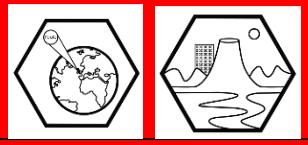
Year 1 Autumn	Topic: Here I Am		Duration: ½ term
Big Idea: Our World and Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	Talk about where I live. Know that materials are man-made or natural.	As a Geographer, I know that we live on the Earth. As a Geographer, I know that my home, our school and our community is at the local scale. As a Geographer, I know that human settlements can be a city, town, or village, depending on their size. As a Geographer, I know that human features are man-made Human features in my local area include: [school, The Lighthouse Theatre, café, shop] As a Geographer, I know that hysical features are those that would be there without humans. Physical features in my local area include: [heath, Poole Harbour and Brownsea Island].	Mapping local area. (Y2) Countries of the UK(Y1) Settlements can be hamlets, villages, towns or cities (Y3)
Disciplinary Knowledge	A map is a drawing of a place from above. Draw around objects to make a planned view.	1. A plan view is the view of an object or place from above 2.Look down on objects to draw a plan view of them 3. Draw a route on a map and label features in correct order	Draw a route map to simple scale using 1 square, 1 pace (Y2) Interpret and give locations using 4 compass points (Y2)

	Look at and identify objects from a planned view. Interpret and give directions, using prepositional language.	4. Interpret and give locations and directions using left and right 5. Recognise simple hazards and steps we can take to avoid them 6. Draw a basic field sketch of one area 7. Observe and name features in the environment	
Vocabulary	Earth, local scale, settlement, city, town, village, human, physical, Geography, community, map, features, plan view, route, forward, backward, left, right, river, forest, soil, hill, shop, house, office		
Resources	Photographs of objects in elevation view (EYFS) Photographs of objects in a plan view (EYFS) Picture map (EYFS) Photographs of places in an oblique view (EYFS)	Simple maps (Google maps)	Satellite image (Google Earth) in plan view (Y2) Photographs of places in a plan view (Y2)
Mission Advocate SJA	***How do we look after our local area (heath) and show compassion to its inhabitants?***		

Year 1 Spring	Where We Are	Duration: ½ term
Big Idea: Our World and Environment 		

	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	EYFS – Geographical features include beach, hill, forest, river, sea, village, town and city. Y1 AUT - My home, our school and our community is at the local scale. Y1 AUT - Human settlements can be a city, town or village, depending on their size. Y1 AUT - Human features are man-made, physical features are those that would be there without humans Y1 AUT - Key words: river, forest, soil, hill, shop, house and office.	As a Geographer, I know the UK is made of four countries: England, Scotland, Wales and Northern Ireland. As a Geographer, I know that the capital cities of the four countries in the UK are: England – London; Wales – Cardiff; Scotland – Edinburgh and Northern Ireland – Belfast. As a Geographer, I know that urban means towns and cities. As a Geographer, I know that features in urban areas include office, shop, house, factory. In urban areas, we have urban foxes, hedgehogs and squirrels. As a Geographer, I know that rural areas are areas of countryside. As a Geographer, I know features in rural areas include farm, hill, mountain, forest and rivers. Rural areas include farmland. This can be for pastoral or arable farming. As a Geographer, I know coastal areas are areas of land that are near the sea. They can be rural or urban. As a Geographer, I know that features in coastal areas include beach, cliff, sea and ocean. Many different types of animals and plants live along the coast in the UK.	Y2 SUM - The seas that surround the UK are the North Sea, the Irish Sea and the English Channel. Y3 AUT - UK, Great Britain, British Isles. The UK is split into regions and counties. Y2 SUM - Features around rivers include valleys, mountains, hills and vegetation. Y3 AUT - There are several mountain ranges in the UK, including Grampian Mountains (Scotland), Pennines (England) and

		As a Geographer, I know that the capital cities of the UK have distinct human and physical features. As a Geographer, I know that urban, rural and coastal areas have distinct human and physical features.	Cambrian Mountains (Wales). The three longest rivers in the UK are the Severn, Thames and Trent.
Disciplinary Knowledge	Draw a route on a map and label features in correct order. Use a simple map (Google maps) in a plan view. Y1 AUT - Observe and name features in the environment. Y1 AUT – Know that settlements are influenced by both human and physical features. (Y1)	As a Geographer, I can identify country boundaries on a map. As a Geographer, I can identify land and water on a map. As a Geographer, I can identify human and physical features using oblique maps.	Y3 - Identify county boundaries on a map. Y1 SUM - Identify similarities and differences between my local area and other places at the same scale (Nairobi and Naro Moru).
Vocabulary	United Kingdom, England, Wales, Scotland, Northern Ireland, Border, Capital city, Urban, Human features, Office, Shop, House, Factory, Rural, Physical features, Arable farming, Pastoral farming, River, Forest, Coniferous, Deciduous, Mountains, Hills, Coast, Sea, Ocean, Cliff, Beach, Capital city		
Mission Advocate SJA	***How do we connect with people in our local area? (elderly people)***		

Year 1 Summer: There You Are! Duration: ½ term Big Idea: Our World & Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	REC SUM 1: Different countries in the world experience different types of weather. The North Pole and the South Pole are at the top and bottom of the Earth. Location of Kenya on a globe. Handa's life in Kenya is different to our lives in the UK today. Not everyone in the UK lives the same way we do, and not everyone in Kenya lives like Handa does. Y1 AUT: We live on the Earth. Human features are man-made, physical features are those that would be there without humans.	As a Geographer, I know the countries of the world are organised in to 7 continents: Africa, Antarctica, Asia, Europe, Oceania, North America, South America. As a Geographer, I know that people live on six continents. As a Geographer, I know that a continent is a large area made up of smaller areas called countries. As a Geographer, I know that a globe is a round map of the Earth. As a Geographer, I know the Equator is an imaginary line across the Earth. As a Geographer, I know the North Pole and the South Pole are at the top and bottom of the Earth. As a Geographer, I know Kenya is a country in Africa which has the Equator running through it. As a Geographer, I know that urban areas in different parts of the world have similarities and differences.	Y2 - There are five oceans. Y4 - Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Equator splits the Earth into the

	Y1 SPR: My home, our school and our community is at the local scale, UK and countries are at the national scale Rural means countryside; urban means towns and cities. Rural areas include farmland. This can be for either pastoral or arable farming.	As a Geographer, I know there are poorer and wealthier areas in every city. As a Geographer, I know some human and physical features of Nairobi and local city in UK. As a Geographer, I know that rural areas in different parts of the world have similarities and differences. As a Geographer, I can name some human and physical features of Naro Moru and local rural areas in UK.	Northern and Southern Hemispheres. The Prime Meridian splits the Earth into the Eastern and Western Hemispheres.
Disciplinary Knowledge	EYFS - Identify similarities between my local area and another place. Using map types and looking at photographs of places in the oblique view. Y1 SPR - Identify country boundaries on a map. Y1 SUM SCI - Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)	As a Geographer, I can use and interpret 2 compass points (N and S). As a Geographer, I can use an infant atlas to find the right map. As a Geographer, I can identify landscapes as rural or urban in either Kenya or UK. As a Geographer, I can recognise similarities and differences between contrasting locations.	Y2 - Use and interpret 4 compass points. Y3 - Using map types: Junior atlas
Vocabulary	Continent, Country, Africa, Antarctica, Asia, Europe, Oceania, North America, South America, Globe, Equator, North Pole, South Pole, Compass, Atlas, Neighbouring, Global citizens, Kenya, Nairobi, Naro Moru		
Mission Advocate SJA	***Is wealth shared fairly?*** ***What does it mean to be a global citizen?***		

Year 2 Autumn: Mini Mappers Duration: ½ term Big Idea: Our World 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	•Human features are man-made, physical features are those that would be there without humans (Y1 Aut) •Rural means countryside; urban means towns and cities (Y1 Spr) •While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale (Y1 Sum)	- As a Geographer, I know that location is a point on a map. - As a Geographer, I know that place is the emotional attachment to a location. - As a Geographer, I know that there are four compass directions, north, south, east and west and these are different from left, right, up and down. - As a Geographer, I know that scale is used to show size proportionally. - As a Geographer, I understand that scale means we draw representations of real life which are bigger or smaller than the real thing. - As a Geographer, I know that map scale is the relationship between a distance on a map and the corresponding distance on the earth. - As a Geographer, I know some basic OS symbols. - As a Geographer, I know fieldwork is practical work done by a researcher in the natural environment (not the classroom, office or laboratory).	•Comparing how human and physical features can shape a place (Y3)

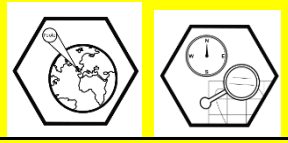
Disciplinary Knowledge	•Use directional language (not left and right) to describe and interpret directions. (EYFS) •Recognise that drawings are not the same size of features in real life. (EYFS) • **Map skills:** •Use a basic key to interpret and identify places on a map. (EYFS) •Simple map (Google maps) (Y1) •Draw a route on a map and label features in correct order. (Y1) •Use and interpret 2 compass points (north and south). (Y1) •Photographs of places in an oblique view (Y1)	- As a Geographer, I can use and interpret 4 compass directions. - As a Geographer, I can draw routes between locations on playground on squared paper using scale 1 square : 1 pace (or 1 metre, if pupils have learned this in maths by this stage in Y2) - As a Geographer, I can draw a sketch map of a route with some approximate scale and features in correct order. - As a Geographer, I can give and interpret basic OS map symbols.	•Draw an object (trees in the tropical rainforest) to scale. (Y4) • **Map skills:** •Use aerial photographs of places in a plan view. (Y2) •Use and interpret 8 compass points (N, NE, E, SE, S, SW, W, NW). (Y3)
Vocabulary	North, South, East, West, Location, Place, Compass, Scale, Proportion, Route, Key, Symbols, Fieldwork, Observe, Collect, Record		
Mission Advocate SJA	How do our actions affect the climate? Do we give equal respect to people who live in the north, east and west of England?		

Year 2 Spring: Hot and Cold Deserts Duration: ½ term Big Idea: Environment & Weather and Climate 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	EYFS - Different countries in the world experience different types of weather. EYFS - The North Pole and the South Pole are at the top and bottom of the Earth. Y1 AUT2 SCI: Weather is a description of what the conditions are like in a particular place. Y1 SPR GEOG: Human features are man-made, physical features are those that would be there without humans. Y1 SUM GEOG: There are seven continents in the world, six of which people live on. Y1 SUM GEOG: There are countries within each	As a Geographer, I know the weather is short-term and climate is long-term summary of the weather conditions. As a Geographer, I know that precipitation is the fall of water as rain, sleet, snow or hail. As a Geographer, I know deserts are places where there is very little precipitation. As a Geographer I know that hot deserts have a very hot and dry climate and cold deserts have a very cold and dry climate. As a Geographer, I know hot and cold deserts are found in all continents and vary in size. As a Geographer, I know hot deserts are usually found near the Equator and cold deserts are usually found near the North and South Poles. As a Geographer, I know the Sahara Desert is the largest hot desert in the world; the Antarctic Desert is the largest cold desert (and the largest desert overall).	Y2 SPR2 SCI: Adaptations of animals and plants in hot and cold deserts: Arctic fox, shrubs, camels and cacti. Y5: Climate zones share long-term weather patterns. There are six main climate zones: polar, temperate, arid, tropical, Mediterranean and mountains. Y5: Biomes are areas of the world that,

	continent except Antarctica. Y1 SUM GEOG: The Equator is an imaginary line across the Earth.	As a Geographer, I know features of a hot desert include rocks, sand dunes, oases, and small settlements. As a Geographer, I know features of a cold desert include mountains, ice sheets, and small settlements, including research stations.	because of similar climates, have similar landscapes, animals and plants.
Disciplinary Knowledge	Y1 SCI: Use a Venn diagram to classify items into two or three sets based on properties. Map skills: Globe / Simple map / Photographs of areas in an oblique view. Y1: Settlements are influenced by both human and physical features. Y1 GEOG: Identify similarities and differences between my local area and another place at the same scale (southwest Kenya). Y1 GEOG: Identify similarities and differences between my local area and one other place. Y1 GEOG: Local, national and global scale.	As a Geographer, I can use a satellite image in plan view. As a Geographer, I can identify similarities and differences between two non-local places (Sahara Desert and Antarctic Desert).	Y3 GEOG: Explain similarities and differences (between human settlements around Etna and La Soufriere), using geographical knowledge. Y5 GEOG: Locate climate zones and biomes.
Vocabulary	Weather, Climate, Precipitation, Hot, Cold, Dry, Wet, Desert, Barren, Continent, Equator, Sahara Desert, Antarctic Desert, Sand dunes, Rock formations, Oasis / Oases, Vegetation, Small settlements, Nomadic people, Mountains, Ice sheets, Research stations, Scientific research, Extreme		
Mission Advocate SJA	How do people survive without water? What can we do to help?		

Year 2 Summer: Rivers, Seas and Oceans Duration: ½ term Big Idea: Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y1 AUT** - Human features are man-made, physical features are those that would be there without humans. Key words: river, forest, soil, hill, shop, house, office. **Y1 SPR** - The UK is made of four countries: England, Scotland, Wales and N Ireland; their capital cities are London, Edinburgh, Cardiff and Belfast. Rural means countryside; urban means towns and cities. Rural areas include farmland. This can be for either pastoral or arable farming. Coastal areas are areas of land that are near to the sea. They can be rural or urban. Features in coastal areas include beach, cliff, sea and ocean.	As a Geographer, I know that rivers, lakes (freshwater), seas and oceans (saltwater) are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. As a Geographer, I know rivers travel from highland areas (the source) to lowland areas (the mouth). As a Geographer, I know human features around rivers include valleys, mountains, hills and vegetation. As a Geographer, I know land use is how land is used by humans. As a Geographer, I know land use can be for economic uses, including farms, factories and leisure, or settlements. Agriculture is the word used to describe the practice of farming. As a Geographer, I know the seas that surround the UK are the North Sea, the Irish Sea and the English Channel. These flow into the Atlantic Ocean. As a Geographer, I know there are five oceans in the world. These are larger than seas. As a Geographer, I know that harbours are found (and ports can be found) where the land meets the sea.	**Y3** - The three longest rivers in the UK are the Severn, Thames and Trent. **Y5** - A river has three courses: upper, middle and lower. **Y5** - Comparing human and physical features around the rivers Severn, Mississippi and Danube. **Y4/5 SCI** - The water cycle.

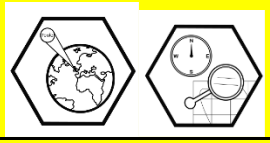
	Y2 SCI SPR 1 - Science: Sustainability means meeting the needs of the people today, whilst meeting the needs of people of the future. **Y2 SCI SPR 2** - Science: Biodiversity is all the different living things in an area. **Y2 SCI AUT** - Food chains, and the fact that living things have offspring. **Y2 SCI** - Water is a natural resource.	As a Geographer, I know that humans use seas and oceans for economic and leisure uses, the main economic use is trade. As a Geographer, I know overfishing is damaging biodiversity in the oceans. As a Geographer, I know sustainable management of fishing is needed to protect species.	**Y6 SCI** - Improving the environment
Disciplinary Knowledge	**Y1 AUT** - A plan view is the view of an object from above. **Y2 AUT** - Use and interpret 4 compass points. **Y1 SCI SUM** - Science: Use a Venn diagram to classify items into two or three sets based on properties. **Y1/2 GEOG** - Using map types: Simple maps (Google maps) in plan view Photographs of places in oblique view Globe Satellite image (Google Earth) in plan view	As a Geographer, I can interpret photographs of places in a plan view.	
Vocabulary	Fresh water / freshwater, Salt water / salt water, Rivers, Lakes, Seas, Oceans, Mouth, Source, Highland, Lowland, Downhill, Valley, Vegetation, Land use, Leisure, Economic, Settlement, Agriculture, Harbour, Port, Sustainable, Overfishing, Biodiversity, Natural resource		
Mission Advocate SJA	***How do our actions affect the environment?***		

Year 3 Autumn: United Kingdom Duration: 6 Weeks Big Idea: Our World and Location 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	Human settlements can be village, town, city (Y1) Human features are man-made and physical features would be there without humans (Y1) Name the countries and capitals of the Uk Naming the 3 seas.(Y1) Name rural and urban features: farm, hill, mountain, forest, office, shop, house. (Y1) Know rivers, lakes, seas and oceans are all bodies of water and how they connect (Y2)	As a Geographer, I know the difference between the UK, Great Britain and British Isles. As a Geographer, I know that England and the UK are split into 9 regions and then into 48 counties. As a Geographer, I know key physical features of the UK including mountain ranges and the three longest rivers. As a Geographer, I know that political maps show human boundaries and features and that physical maps show physical boundaries and features. As a Geographer, I know that Ordnance Survey maps show human and physical geographical features. As a Geographer, I know that physical features of the South West include chalk downs, coast, wetlands, forests, cliff, beach, river, and valleys. As a Geographer, I know that settlements can be hamlets, villages, towns and cities, depending on their size	The Lake District is a National Park in England (Y3) Bournemouth is located on south coast of England(Y3) Many people rely on tourism – compare areas. (Y3) Compare human and physical features around rivers of the world. (Y5)

	Name the seas surrounding the UK (Y2) Know land use is how land is used by humans (Y2)	As a Geographer, I know some human features of the South West include national parks, hamlets, villages, towns and cities, factories, offices	
Disciplinary Knowledge	Identify land use on a map (Y1) Identify country boundaries on a map (Y1) Use and interrupt 4 compass points (Y2)	As a Geographer, I can use Ordnance Survey maps to build knowledge of the United Kingdom. As a Geographer, I can locate and name the physical characteristics of Dorset: Coves, cliffs, beaches, harbour, islands, arches and stacks, heath.	Thematic maps
Vocabulary	United Kingdom, Great Britain, British Isles, Mainland, Island, Region, County, Compass, North, South, East, West, North East, South East, North West, South West, Mountain Range, River, Political Map, Physical Map, Ordnance Survey Map, Ordnance Survey Map Symbols, Physical Features, Human Features, Settlement, Hamlet, Village, Town, City, Land Use		
Mission Advocate SJA	***How can we show respect for the physical geography around us?*** ***Link to Laudato Si – Care for our common home.***		

Year 3 Spring: Mountains and Volcanoes	Duration: 6 Weeks		
Big Idea: Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	•There are seven continents in the world, six of which people live on (Y1 Sum) •There are five oceans in the world. These are larger than seas (Y2 Sum) •Agriculture is the farming of plants (arable) and animals (pastoral) to eat (Y2 Sum)	-As a Geographer, I know that the Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid). -As a Geographer, I know that the crust is split into tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. -As a Geographer, I know that a volcano is an opening in the Earth's crust through which material can erupt. -As a Geographer, I know that volcanoes can be formed when plates move toward each other, these are called destructive plate boundaries. -As a Geographer, I know that volcanoes can be formed when plates move away from each other these are called constructive plate boundaries. -As a Geographer, I know that volcanoes can be active, dormant or extinct. -As a Geographer, I know that the Pacific Ring of Fire is an imaginary line where lots of volcanoes exist. -As a Geographer, I know that world maps can be drawn from different perspectives, including the Pacific-centred map -As a Geographer, I know that products of volcanoes include lava, pyroclastic flows, ash clouds and lahars. -As a Geographer, I know that there are two main types of volcano: shield (less violent eruptions) and composite (explosive) -As a Geographer, I know that shield volcanoes are more likely to form at constructive plate boundaries and composite volcanoes are more likely to form at destructive plate boundaries.	•Tectonic activity causes earthquakes (Y4 Sum) •**History:** St Vincent is an island in the Caribbean, and was home to the Garifuna people (Y5 Sum)

		-As a Geographer, I know that volcanoes can also be tourist attractions; leisure and adventurous activities. -As a Geographer, I know that volcanoes provide nutrients in the soil and the heat can be used to heat water. -As a Geographer, I know that Etna is a volcano on the island of Sicily (Italy) which erupts regularly, including at least 50 times in 2021. -As a Geographer, I know that La Soufriere is a volcano on the island of St Vincent in the Caribbean that erupted in April 2021. -As a Geographer, I can explain similarities and differences, using geographical knowledge	
Disciplinary Knowledge	Use an atlas in Y2 Geography to locate major oceans and the 7 continents.	As a Geographer, I can use an atlas to locate key mountains and volcanoes in the world. As a Geographer, I can use Pacific-Centred maps to show and draw conclusions from information.	
Vocabulary	Crust, Mantle, Outer Core, Inner Core, Semi-molten, Magma, Tectonic Plate, Volcano, Destructive plate boundaries, Constructive plate boundaries, Igneous rock, Lava, Magma chamber, Vent, Crater, Active, Dormant, Extinct, Pacific Ring of Fire, Product, Ash, Pyroclastic Flow, Lahar, Shield Volcano, Composite Volcano, Agriculture, Fertile soil, Electricity, Tourism, Family History, Eruption		
Mission Advocate SJA	***Some people live in dangerous areas – is this just?***		

Year 3 Summer: Looking at Europe and Tourism Duration: ½ term			
Big Idea: Our World and Location 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y1 SPR** - The capital cities of the four countries in the UK are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). Coastal areas are areas of land that are near to the sea. They can be rural or urban. **Y2 SPR** – The weather is short-term. Climate is long-term summary of the weather conditions. **Y2 SUM** - Harbours are found (and ports can be found) where the land meets the sea.	As a Geographer, I know Europe is made up of 50 countries; Russia is split across Asia and Europe. As a Geographer, I know the Alps stretch across France, Italy, Switzerland, Austria and other countries. As a Geographer, I know the Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast. As a Geographer, I know human and physical geographical features of a region in Dorset: Poole. As a Geographer, I know tourism is the business of supporting and encouraging people to visit a place for fun. As a Geographer, I know the regions studied experience positive impacts (social and economic) and negative (environmental and social) from tourism. As a Geographer, I know that many people rely on tourism, and there are ways that it can be managed responsibly.	**Y5** - Comparing human and physical features in around a local river in the UK, the Danube in Europe, Mississippi in North America and the Amazon river in South America. **Y4** - Categorising effects of earthquakes into social, economic and environmental.

	Land use can include economic, (including farms, factories and leisure) or settlements.		
Disciplinary Knowledge	**Y1 SCI SPR** - Science: Use a Carroll diagram to classify items based on their properties. **Y1 SPR** - Identify country boundaries on a map. **YR1 SUM** - Use an atlas to find the right map. **Y2 SPR** - Identify similarities and differences between two non-local places. **Y3 AUT** - Political maps show human boundaries and features; physical maps show physical boundaries and features. Use and interpret 8-compass points.	As a Geographer, I can use a junior atlas to identify appropriate maps. As a Geographer, I can say whether a map is at the local, national or global scale. As a Geographer, I can identify a range of political and physical boundaries. As a Geographer, I can spatially match locations on maps of different scales. As a Geographer, I can categorise effects into social, economic and environmental	Using map types: Thematic maps
Vocabulary	Europe, Continent, Country, Boundary, Capital city, Political map, Physical map, Physical feature, Mountain range, The Alps, Graian region, Poole, Amalfi Coast, Human features, Tourist, Tourism, Social, Economic, Environmental, Impact		
Mission Advocate SJA	***Have geographers showed humility when designing maps?***		

Year 4 Autumn: Brazil Duration: 6 Weeks			
Big Idea: Our World and Location 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	Names of common human and physical features (Y1-3) Know the difference between local, national and global scale (Y1) There are 5 oceans (Y2) Location of equator and poles Continents (Y1)	As a Geographer, I can use a junior atlas to describe where Brazil is using terms such as 'continent', 'equator' and 'latitude and longitude.' As a Geographer, I can identify the major physical features and political boundaries of South America so that we understand Brazil in its geographical context. As a Geographer, I can identify the three main geographical regions of Brazil and describe the features that make them distinct areas. (Amazon Rainforest / Cerrado / Brazilian Highlands) As a Geographer, I can identify where indigenous people live in Brazil and how their traditional lifestyles and farming methods have developed in the regions they live in. As a Geographer, I can articulate conclusions about what life in like for people living in the favelas of Rio de Janeiro. As a Geographer, I can identify how life is different in favelas compared to areas which are wealthier or have high levels of tourism.	Y5 - Lines of longitude are important for considering time zones and climate zones. Y4 - Rainforest have particular features, and unique flora and fauna that have adapted to the habitat.

Disciplinary Knowledge	Recognise maps as local, national and global scale (Y4) Compare human and physical features in the UK.	I can locate countries in South America. I can locate physical and human features of Brazil. I can identify lines of longitude and latitude.	Use thematic maps (showing climate zones and population density). (Y5) habitat (Y4).
Vocabulary	South America, Brazil, Continent, Latitude, Longitude, Prime Meridian, Equator, Tropics of Cancer & Capricorn, Northern & Southern Hemispheres, South America, Political boundary, Physical feature, Rainforest, Indigenous, Agriculture, Favela, Tourism		
Mission Advocate SJA	***Why should we be protecting the land and homes of the indigenous peoples of Brazil?***		

Year 4 Spring: Rainforests	Duration: 6 Weeks		
Big Idea: Our World & Sustainability 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y3 Science we learnt that p**lants need **oxygen**, **carbon dioxide**, water, light, nutrients from the soil, space, and a suitable temperature to grow. **Y4 Science we learnt that a**n **ecosystem** is made up of all organisms living in an area and the non-living features of the environment. Y4 Geography we learnt that l**ines of latitude** run east to west (Equator, **Tropics of Cancer and Capricorn**, Arctic and Antarctic Circle).	As a Geographer, I know that rainforests are found in areas with a climate that has high precipitation. Tropical rainforests have a wet and hot climate due to global atmospheric circulation. As a Geographer, I know that tropical rainforests and they are home to more than half the world's total plant and animal species. As a Geographer, I know that Tropical rainforests provide a habitat for many species. At a global level, they absorb carbon dioxide and release oxygen which helps keep the planet healthy. Many medicines we use today had their origins in the rainforests. At a local level, indigenous tribes like the Kayapo people rely on the rainforest for food and medicines. As a Geographer, I know that deforestation of the tropical rainforests is making way for agriculture, logging and mining. As a Geographer, I know that the United Nations COP26 introduced changes at a global scale that are aimed to protect rainforests around the world.	Y5 Tropical rainforests are one type of biome; there are several others in the world. Link between deforestation and global warming. Y5 Flora and fauna have adapted to hot deserts, tundra, temperate forests and coral reefs Y6 Science: Adaptations can be behavioural, physiological or structural (Y6) Science: Adaptations that

	Y4 Geography we learnt that the **Amazon rainforest** is in South America (Y4).		provide an organism with an advantage are more likely survive and reproduce. This is how species evolve (Y6)
Disciplinary Knowledge	Mathematics: Measure length and height (mm/cm/m) (Y3) Draw routes around school on squared paper using 1 square : 1 pace (Y2) Map skills: Satellite images (Google Earth) (Y2) Globe (EYFS)	Draw an object (trees in the tropical rainforest) to scale. **Interconnections & change:** Scale is used to identify the different impacts of change (small scale vs large scale logging) **Interconnections & change:** Human activity can affect physical features (e.g. deforestation) **Forming judgements:** Recognise that people have differing opinions about environmental issues (the issue of deforestation in the Amazon Rainforest).	Calculate distances on a map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y5) Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units (Y6)
Vocabulary	Tropical rainforest, emergent, canopy, understory, forest floor, deforestation, flora, fauna, biodiversity, biome, COP26, habitat, logging, agriculture, mining, Tropics of Cancer & Capricorn, global atmospheric circulation		
Mission Advocate SJA	***How can we make sustainable adjustments to avoid contributing to deforestation?***		

Year 4 Summer: Earthquakes and Settlements Duration: 6 Weeks Big Ideas: Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Must Haves)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	Year 3 SPR (Volcanoes): The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The crust is split into pieces called tectonic plates that meet at plate boundaries. Tectonic plates move: towards each other, away from each other, or alongside each other. Volcanoes can be formed at destructive plate boundaries (where plates move toward each other_, or at constructive plate boundaries (where	As a Geographer, I know an **earthquake** is the sudden shaking of the Earth's surface. They are caused by movements of the **tectonic plates**. Minor earthquakes can occur anywhere; major earthquakes usually occur at **plate boundaries.** As a Geographer, I know Earthquakes usually occur at boundaries where the plates are sliding past each other. They can also occur at **destructive** and **constructive** plate boundaries. As a Geographer, I know the **focus** is the point inside the Earth where the earthquake came from; the **epicentre** is the point on the Earth's surface above. As a Geographer, I know that the size of an earthquake is measured on the Moment Magnitude scale, which goes from 1-10. Those measuring 7 or higher cause major damage. As a Geographer, I know that countries in the world can be classified as low- medium- or high-income countries (LIC, MIC, HICs). They appear in all continents. As a Geographer, I know that Haiti is a LIC in North America that experienced an earthquake in 2010.	Forced migration occurs when people can no longer live safely in their home (Y6) Natural disasters in KS3

	plates move away from each other). We can categorise effects into social, economic and environmental (Y3 Sum)	As a Geographer, I know that Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake and tsunami in 2011. As a Geographer, I know that primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects. As a Geographer, I know the responses to earthquakes in HICs and LIC like Japan and Haiti differ. As a Geographer, I know that humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits.	
Disciplinary Knowledge	(**Mathematics**: Numbers written as decimals correct to one decimal place Y4-5 – optional, Richter scale) Coordinates in the first quadrant (Y4) Identify similarities and differences between two non-local places (Y2 Spr) Explain similarities and differences, using geographical knowledge (Y3 Spr) Using maps: Simple maps (Google maps) Globe	As a Geographer, I can locate places and features using letter and number coordinates on a map.	Interpret and locate places and features using 4-figure grid reference (Y5)

Vocabulary	Earthquake, Tectonic plates, Plate boundaries, Destructive plate boundaries, Constructive plate boundaries, Focus, Epicentre, Friction / Pressure, Magnitude, Moment Magnitude Scale, Depth, High income countries, Low income countries, Middle income countries, Social, Economic, Tsunami, Earthquake responses, Earthquake-prone area, Predicting, Seismograph, Preparing, Earthquake-proof
Mission Advocate SJA	***How can we help those in need after an earthquake?*** ***Is it right that some countries are HIC and some countries are LIC?***

Year 5 Autumn: Investigating World Trade		Duration: ½ term	
Big Idea: Sustainability 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y1 SUM** - Local, national and global scale. **Y2 SCI AUT2** - A natural resource is a material or substance that is produced by the environment (not man made) and may be used to support life. Food and water are natural resources. **Y2 SUM** - Agriculture is the farming of plants (arable) and animals (pastoral) to eat. Humans use seas and oceans for economic and leisure uses, and the main economic use is trade. **Y3 SCI AUT** - A fossil is physical evidence of an ancient plant or animal.	As a Geographer, I know examples of natural resources include wood, food, water and fossil fuels. As a Geographer, I know that fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. As a Geographer, I know natural resources are unevenly distributed across the world and can be renewable or non-renewable (finite). As a Geographer, I know people can be employed in different industries and sectors including primary, secondary, tertiary and quaternary. As a Geographer, I know that HICs, MICs and LICs tend to have primary, secondary, tertiary and quaternary industries at different levels. As a Geographer, I know trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country. As a Geographer, I know that the UK imports food from across the world. As a Geographer, I know food miles describes the distance that food has travelled (in miles) from source to plate.	**Y5 SUM** - Burning fossil fuels is contributing to global warming and climate change. **Y5 SPR** - Distribution of the world's water. **Y6 SCI AUT** - Fossil fuels are a non-renewable energy store.

	Y4 SPR - Tropical rainforests provide resources for humans, such as medicines and foods. This is important at the local and global scale. **Y4 SUM** - Countries in the world can be classified as low, medium or high-income countries (LIC, MIC, HIC)	As a Geographer, I know there have been changes in what is grown where, how it is farmed, how it is transported and how it is sold. As a Geographer, I know that agriculture has moved from subsistence to commercial so that food can be traded. As a Geographer, I know that Fair trade is a way of making sure that farmers are paid a fair price for the food they grow.	
Disciplinary Knowledge	**Y4 MATHS** - Coordinates in the first quadrant. **Y3 SCI SPR** - Design a table to collect data with the appropriate number of rows and columns and correct headings. **Map skills:** Simple maps (Google maps); Satellite images (Google Earth); OS maps **(Y1-4)** Locate places and features using letter and number coordinates on a map. **(Y4)**	As a Geographer, I can express opinions about environmental issues with reasons. As a Geographer, I can locate places using 4-figure grid references.	**Y6 Map skills:** Locate places and features using 6-figure grid references.
Vocabulary	Natural resources, Fossil fuels, Non-renewable, Renewable, Distribution, Production, Manufacture, Employment, Industry, Primary industry, Secondary industry, Tertiary industry, Quaternary industry, High Income Country HIC, Medium Income Country MIC, Low Income Country LIC, Trade, Import, Export, Food miles, Grid reference, Eastings, Northings, Low wages, Unpredictable harvest, Poor working conditions, Stakeholder, Fairtrade		
Mission Advocate SJA	***How can we show integrity through our actions to support poorer communities?***		

Year 5 Spring: Looking at North America and Water	Duration: ½ term		
Big Idea: Environment 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**KS1 GEOG -** Key human and physical features, including coasts, beach, hill, mountain, valley, harbour, port. **Y2 SUM -** Rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans. Rivers travel from highland areas (the source) to lowland areas (the mouth). **Y4 SCI SPR**: The water cycle relies on evaporation and condensation. Water is collected in the oceans from rivers and seas; it evaporates and then condenses to form clouds; it then precipitates and the cycle begins again.	As a Geographer, I know North America is made up of 23 countries, across Northern America, Central America and the Caribbean. As a Geographer, I know 10 of the major cities in North America have populations of over 1 million people. As a Geographer, I know North America is located west of Europe, North of South America and north west of Africa. As a Geographer, I know that North America is surrounded by the Arctic, Atlantic and Pacific Oceans. As a Geographer, I know there are five regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean. As a Geographer, I know land use is how humans use land, and includes agriculture, recreation (including tourism), housing, industry and forestry. As a Geographer, I know the amount of water on Earth is constant. Most is saltwater stored in oceans, and most freshwater is stored as ice or underground. As a Geographer (and Scientist), I understand the water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is the flow of water over ground; throughflow is the flow of water underground. As a Geographer, I know the upper course of a river is in high, mountainous ground and the river is narrow and fast-flowing; the lower	**Y6 GEOG:** Carrying out fieldwork around a river. **KS3 GEOG:** Formation of other river features.

	Y5 SCI AUT: When a solute dissolves in a solvent, a solution is formed. A solution is a mixture.	course of a river is in low, flat ground and the river is wide and slow-flowing; the middle course is between the two. As a Geographer, I know the location of Missouri, Mississippi, Yukon, Rio Grande, Churchill, Mackenzie and Colorado rivers. As a Geographer, I know waterfalls are formed in the upper course of the river when water gradually erodes soft rock and are found all over the world. As a Geographer, I know meanders are bends in the river that form in the middle and lower courses. *Additional: As a Geographer, I know floodplains are flat land either side of a river, on which the river deposits nutrients when it floods. They are formed in the lower course of the river.*	
Disciplinary Knowledge	**Y3 MATHS:** Read scales/ number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts **Y4 MATHS:** Convert between units of measure, including m to km. **Y5 MATHS**: Recognise % and know it means parts per 100. **Y4 GEOG** - Map skills: Satellite images (Google Earth); Junior atlas	As a Geographer, I can calculate distances on a map using scale.	**Y6 GEOG:** Draw a basic map using scale of 1 unit : 1, 2, 4, 5 or 10 units.
Vocabulary	North America, Central America, Caribbean, Continent, Country, Political map, Physical map, Country border, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Land mass, Ocean, Sea, Elevation, River system, Land use, Agriculture, Forestry, Industry, Housing, Recreation, Water cycle, Precipitation, Condensation, Evaporation, Saltwater, Freshwater, Transpiration, Surface runoff, Throughflow, River, Source, Mouth, Upper course, Middle course, Lower course, River features, Waterfall, Erode, Plunge, pool, Meanders, Floodplain		
Mission Advocate SJA	*How can we ensure the Earth's freshwater reserves are protected and shared equally around God's people?*		

Year 5 Summer: Climate across the World	Duration: ½ term		
Big Idea: Weather and Climate 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y1 SCI AUT2** - Extreme weather is very different from the weather that you would usually expect to see in the country. **Y2 SPR** - The weather is short-term. Climate is long-term summary of the weather conditions. Hot deserts have a very hot and dry climate; cold deserts have a very cold and dry climate. **Y2 SCI SPR2** - Living things are adapted to their environment. This means they may not be able to survive in other habitats. **Y4 AUT** - Lines of longitude & latitude are imaginary lines: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle; Prime Meridian.	As a Geographer, I know climate zones share long-term weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains. As a Geographer, I know climate zones are usually found in more than one continent; and the continents of Europe, North America and South America have several climate zones. As a Geographer, I know some climate zones (e.g. temperate) usually have a much higher population density than others. As a Geographer, I know that biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt). As a Geographer, I know the major biomes of the world are: tundra, tropical rainforests, coral reefs, temperate forests and hot deserts. As a Geographer, I know vegetation belts are areas that have similar plant life, owing to similar climate, soil and drainage. As a Geographer, I know global warming happens naturally as a result of the greenhouse effect. As a Geographer, I know that the enhanced greenhouse effect – and unnatural global warming – is caused by too many greenhouse gases in the atmosphere.	**Y6 AUT1** - Adaptation includes responses that would help us to survive in a changing climate. Mitigation includes actions that help to prevent - or mitigate - the impacts of climate change. **Y6 SCI AUT2** - Role of non-renewable and renewable energy sources for generating electricity, in the context of climate change.

	Y4 SPR - Biomes are large ecosystems that contain specific species of organisms. Tropical rainforests are forests that are found in places with high temperatures and lots of precipitation. Plants in tropical rainforests absorb carbon dioxide from the atmosphere, which is important for keeping our planet cool. Chopping down trees is called deforestation. **Y5 AUT** - Fossil fuels are materials made from fossils of organisms over millions of years, like coal and oil. Humans use these to run cars and electrical items.	As a Geographer, I know the enhanced greenhouse effect is caused by human activity, such as burning fossil fuels, agriculture, deforestation, waste and transport. As a Geographer, I know global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. As a Geographer, I know that globally, climate change is creating extreme weather events, causing sea levels to rise and increasing risk to vulnerable and endangered species. As a Geographer, I know the effects of climate change on the UK include drought, heatwaves, sea level rise and flooding. These effects can be particularly damaging to our vulnerable species including the curlew, newt and dormouse. As a Geographer, I know that vulnerable biomes are areas sensitive to change and most at risk of damage due to climate change.	
Disciplinary Knowledge	**Y3 MATHS** - Interpret and construct bar graphs. **Y4 MATHS** - line graphs **Y1 SUM** - Use an atlas to find the right map. **Y3 SPR** - Explain similarities and differences, using geographical knowledge. **Y5** - Express opinions about environmental issues with reasons. Using maps: Satellite images (Google Earth); photographs; atlas; globe	As a Geographer, I can interpret and construct climate graphs.	**KS3** - Using a wider range of thematic maps. Recognise other map projections.

Vocabulary	Weather, Climate, Climate zone, Polar, Temperate, Arid, Tropical, Mediterranean, Mountains, Population density, Temperature, Precipitation, Biomes, Terrestrial, Marine / Aquatic, Tundra, Tropical rainforest, Hot desert, Temperate rainforest, Coral reefs (marine), Vegetation belt, Greenhouse gases, Greenhouse effect, Enhanced greenhouse effect, Global warming, Climate change, Heatwave, Drought, Flood, Vulnerable species, Vulnerable, Vulnerable biome
Mission Advocate SJA	***As stewards of the planet, what can we do to protect it from the enhanced greenhouse effect?***

Year 6 Autumn: Improving the environment		Duration: ½ term	
Big Idea: Sustainability 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y2 SUM**: Overfishing is damaging biodiversity in oceans. Sustainable management of fishing is needed to protect species. **Y4 SPR:** Trees in tropical rainforests (like all plants) absorb carbon dioxide from the atmosphere, which keeps our planet cool. Chopping down trees is called deforestation. At a global level, some countries at COP26 promised to end deforestation by 2030. At a local level, there are things we can do to reduce deforestation. **Y5 SCI AUT:** Fossil fuels, batteries and the Sun are all examples of chemical energy stores. **Y5 SUM:** Global warming relates to an increase in	As a Geographer, I know adaptation includes responses that would help us to survive in a changing climate. Examples of adaptation methods in the UK include the Thames barrier and increased use of air conditioning. As a Geographer, I know that global examples of adaptation methods include building houses on stilts and drought resistant crops. As a Geographer, I know that mitigation includes actions that help to prevent - or mitigate - the impacts of climate change. Examples of mitigation include wind power and using other sources of renewable energy (to reduce greenhouse gas emissions) and reforestation (to increase absorption of greenhouse gases). As a Geographer, I know wind power is renewable and does not emit carbon dioxide; however it does create visual and noise pollution. As a Geographer, I know customers have power at the local scale to influence industry at the national and global scales.	**KS3**: The Earth's changing climate from the Ice Age to now.

	Earth's temperature only; it causes climate change which relates to a broader set of changes Global warming (and resulting climate change) is being accelerated by too many greenhouse gases, like carbon dioxide, in the atmosphere from burning fossil fuels, agriculture, deforestation. Effects of climate change in the UK and globally. **Y6 SCI AUT**: Power stations can use both renewable and non-renewable sources of energy. A non-renewable energy source is one where we have a fixed amount of the source, and where it would take too long for more to be formed. Burning fossil fuels to transfer electrical energy is an example of a non-renewable energy source. Renewable energy sources quickly refill replenish themselves, meaning that we can use them again and again. Wind, solar, geothermal and hydrological power are all examples of renewable energy sources.	As a Geographer, I know human actions to reduce climate change have relative impacts. Some actions are therefore having a bigger impact than others. As a Geographer, I know plastic waste is created across the world, and often ends up in oceans. This can come from household or industrial waste, as well as fishing nets from fishing industry. As a Geographer, I know that plastics take hundreds of years to break down. They threaten biodiversity and can kill organisms directly or indirectly by destroying habitats. Creating plastics requires fossil fuels and releases greenhouses gases into the atmosphere. As a Geographer, I know that actions at the local or national scale can have a huge impact on the global scale.	

Disciplinary Knowledge	**Y5:** Forming judgements: Express opinions about environmental issues with reasons. Y1-5: Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; OS maps; thematic maps.	As a Geographer, I can describe how both human and physical processes can affect the climate creating changes which need to be sustainably managed. As a Geographer, I can evaluate responses to environmental issues (UK government's response to plastic waste). As a Geographer, I can form judgements to explain how actions can reduce the impacts of climate change	**KS3:** Forming judgements: Evaluate responses to environmental issues. **KS3:** Human processes: Humans affect and are influenced by climate change.
Vocabulary	Adaptations, Climate, Climate change, Drought-resistant crops, Sustainable, Global warming, Infinite, Finite, Fossil fuels, Mitigate, Absorbing, Greenhouse effect, Enhanced greenhouse effect, Carbon Dioxide, Renewable energy sources, Climatic features, Physical features, Wind power, Wind farm, Wind turbine, Relative impact, Recyclable, Non-recyclable, Biodiversity		
Mission Advocate SJA	***Do humans use the land they live on with integrity and live sustainably?***		

Year 6 Spring: On the move Duration: ½ term			
Big Idea: Our World & Location 			
	Prior Knowledge	**New Knowledge to be explicitly taught (Including 3 Keys)**	**Future Knowledge How knowledge will be built upon**
Substantive Knowledge	**Y1 SUM:** There are poorer and wealthier areas in every county and city. **Y2 SCI AUT**: Animals, including humans, need oxygen, food, water and the right temperature to survive. **Y3 SUM:** Europe is made up of 50 countries. We can categorise effects into social, economic and environmental. **Y4 SUM:** Countries in the world can be classified as low-, middle- or high-income countries. HICs, MICs and LICs appear in all continents. **Y5 SPR:** North America is made up of 23 countries,	As a Geographer, I know that Maslow's hierarchy of needs show what humans need to survive and thrive. As a Geographer, I know that migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). As a Geographer, I know that people migrate because of push and pull factors As a Geographer, I know that voluntary migration usually happens because of economic or social factors. As a Geographer, I understand that expectations of migration are not always met in reality. As a Geographer, I know that there are similarities and differences between the stories of voluntary migrants. As a Geographer, I know that forced migration happens as a result of life-threatening events, such as conflict or physical disasters. As a Geographer, I know that asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status.	**KS3:** Further case studies of migration, exploring push and pull factors in more depth.

	across Northern America, Central America and the Caribbean. **Y4 HIST SPR:** Vikings were migrants who moved because of push and pull factors.	As a Geographer, I know that refugees are given international protections and support in settling in a different country. As a Geographer, I know that many people migrate to and from our local area, which impacts our community.	
Disciplinary Knowledge	**Comparisons:** Identify similarities and differences between two non-local placeS. **Y1-5:** Simple (Google maps) map; satellite image (Google Earth); junior atlas; globe; photographs of places in plan and oblique view; thematic maps. **Y5:** Express opinions about environmental issues with reasons.	As a Geographer, I will explore the reasons why people living in Syria migrate to countries in Europe.	KS3
Vocabulary	Migration, Internal migration, International migration, Emigrate / Emigrant, Immigrate / Immigrant, Push and Pull Factors, Voluntary migration, Unemployed, Social, Economic, Source country, Host country, Migrant, Legally able, Unauthorised immigrant, Standard of living, Forced migration, Conflicts and violence, Natural disasters, Internally-displaced person, Asylum seeker, Refugee		
Mission Advocate SJA	***Are all people treated with dignity? How?***		