



Geography Curriculum Reception – Year 6

Overview of Geography Content

	Autumn 1 (T1)	Autumn 2 (T2)	Spring 1 (T3)	Spring 2 (T4)	Summer 1 (T5)	Summer 2 (T6)
Reception	United Kingdom Our school Seasons - Autumn	United Kingdom Local Area	United Kingdom Countries of the UK and London Seasons - Winter	United Kingdom Exploring Spring in the environment Seasons - Spring	United Kingdom Environment - farming	Volcanoes Seasons - Summer
Year 1	United Kingdom Local Area - Human and Physical Features	United Kingdom Local Area - Maps Fieldwork - Local Area Study		United Kingdom London	World Continents and Oceans	World Biomes Around The World
Year 2	United Kingdom North West of England		United Kingdom United Kingdom and Seas		South America Brazil <i>Essay Question: How is the North of Brazil different to the North of England?</i>	
Year 3	United Kingdom Rivers	United Kingdom Maps	Europe & North America Polar Regions <i>Essay Question: Why is it difficult for humans to survive in polar regions?</i>		Europe Italy	
Year 4	North America California		Europe Scandinavia		United Kingdom Rivers Water cycle <i>Essay Question: How does the water cycle work?</i>	Europe Greece
Year 5	South America The Amazon Rainforest		North America Central America and Mexico	United Kingdom North West		Europe Natural Disasters <i>Essay Question: How are volcanoes formed?</i>
Year 6	United Kingdom National Parks		Europe Russia	North America Texas	South America The Galapagos Islands <i>Essay Question: How and why are the Galapagos Islands protected?</i>	

The Aims of the National Curriculum for Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Reception

For further information about the knowledge content taught in Reception please refer to the separate Reception curriculum document

Year 1

Term: Y1 T1	Unit Title: Local Area - Human and Physical Features <i>The aim of this unit is for pupils to:</i> <ol style="list-style-type: none">1. Understand what a settlement is and how types of settlement differ.2. Understand that they live in Oldham, which is a town in England.3. Know what human and physical features are.4. Identify the human and physical features in their local area. <p><i>This unit will build upon the locational knowledge and understanding of basic human and physical features studied in Reception. This unit is the first step in children understanding the environment around them. It is a precursor to the rest of Year 1 geography, where pupils will study human and physical features in their maps topic, settlement in their London topic, along with a wide variety of physical features and environments in their biomes topic. Ultimately, this unit is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment.</i></p> End of Unit Outcome: Discussion about the location of Oldham and the human and physical features of Oldham.
Key Concepts of the Unit	
Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i>	
Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i>	

Human Features: *Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.*

Settlement: *Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.*

NC Objectives	Key Knowledge and Vocabulary
<p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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 (plus countryside)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment</p>	<p><u>Settlements</u> Understand that settlements are places where people live and sometimes work. Understand that there are different types of settlement, depending on how many people live and work there. Know that a hamlet is a very small settlement with just a few houses. Know that a village is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall. Know that a town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p><u>Location of Oldham</u> (Review: R, T2) Understand that the settlement they live in is called Oldham. Understand that Oldham is a town. Know that as a town, Oldham is bigger than a village, but smaller than a city. Know that Oldham is near the city of Manchester. Know that Oldham is in England. Understand that England is a country and there are many countries around the world.</p> <p><u>Human and Physical Features in the Local Area</u> (Review: R, T1) Know that in the world there are things made by people and these are called human features. Know that in the world there are things NOT made by people and these are called physical features. Understand that school is a human feature, as it has been made by people. Understand that parts of our local area vary, depending on the human and physical features present. Identify some human and physical features in the local area: Derby Street - school, road, houses, street lights, railings, trees Coalshaw Green Park - grass, trees, flowers, swings, paths</p> <p>Understand that within Oldham there are both human and physical features. Understand that some human features within Oldham are: houses, shops, roads, cinema, restaurants and schools. Understand that some physical features within Oldham are: fields, hills, rivers and countryside.</p> <p><u>Rural and Urban</u> Understand that areas where few people live are called rural areas. Know that hamlets and villages are in rural areas.</p>

	<p>Know that rural areas have many physical features such as: beaches, forests, hills, rivers, fields, trees and less human features.</p> <p>Understand areas in which lots of people live are called urban areas.</p> <p>Know that towns and cities are in urban areas.</p> <p>Know that urban areas have lots of human features such as: houses, shops, roads, cinema, restaurants and schools and less physical features.</p>
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Term: Y1 T2	<p>Unit Title: Local Area: Maps</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand the basic principles of maps</i> 2. <i>Understand a map's purpose and how to use it.</i> 3. <i>Review human and physical features in their local area.</i> <p><i>This unit builds upon the knowledge of human and physical features from the previous Year 1 unit. The unit is the foundation for children's learning in Year 3, where they study maps in greater detail. This unit gives pupils the opportunity to develop skills, which will underpin their geography knowledge throughout school: it will teach them how to read maps and how to use fieldwork skills to study their environment.</i></p> <p>End of Unit Outcome: Use fieldwork to identify physical and human features in the local area.</p>
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Key Concepts of the Unit	
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<p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p>	
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NC Objectives	Key Knowledge and Vocabulary
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<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions (north, south, east and west)</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment</p>	<p><u>Maps</u> <i>(Review: R, T2)</i></p> <p>Understand that a map shows you what an area looks like from an aerial view. (Sometimes known as a birds eye view)</p> <p>Understand that aerial means ‘from above’ and when we look at something from above we call this an ‘aerial view’. Aerial comes from the Latin word ‘aerius’ which means ‘high in the air’.</p> <p>Understand that sometimes objects can look different from an aerial view.</p> <p>Understand that maps give us information about places and their locations.</p> <p>Understand that location means where something is.</p> <p>Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located.</p> <p>Know that a key is needed on a map to explain the symbols.</p> <p>Know that maps often have compasses</p> <p>Know the following OS Map symbols - road, footpath, railway station, castle, parking, place of worship, school, post office, toilet, trees.</p> <p>Apply skills to draw a basic map of the school grounds, including relevant symbols and a key.</p> <p>Know the compass directions: North, South, East, West.</p> <p>Understand directional language: near, far, left, right, forward, backward.</p> <p><u>Human and Physical Features in the Local Area</u> <i>(Review Yr1, T1)</i></p> <p>Use maps to revise the key human and physical features of the local area.</p> <p>Identify human and physical features in the local area:</p> <p>Human Features: houses, shops, roads, cinema, restaurants and schools.</p> <p>Physical Features: fields, hills, rivers and countryside.</p> <p><u>Fieldwork</u></p> <p>Understand that we use fieldwork to view an area ourselves.</p> <p>Understand how to remain safe, whilst participating in fieldwork.</p> <p>Know which human and physical features to look out for in the local area. <i>(Review Yr1, T1)</i></p> <p>Identify human and physical features in our local area.</p> <p>Understand how to record information gathered during fieldwork.</p> <p><u>Science/Geography - Seasons</u> <i>(Review Yr1, T1-6)</i></p> <p>Know that there are 4 seasons - Autumn, Winter, Spring and Summer. Know that the seasons occur in a cycle and that they consist of the following months -</p> <p>Know how the environment changes in each season.</p> <p>Autumn - Leaves change colour and fall from deciduous trees, harvest time, some birds migrate (e.g. swallows)</p> <p>Winter - Some animals including hedgehogs and tortoises hibernate throughout Winter (identify these animals) water freezes to ice. Many plants stop growing.</p> <p>Spring - Flowers begin to grow, associated with rebirth and growth, some baby animals are born (e.g. lambing season),</p> <p>Summer - Flowers and trees are in bloom.</p>
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<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Know that the length of daylight varies with Winter having the shortest daylight hours and Summer having the longest. Know that in the UK the longest day is June 21st (the Summer Solstice) and the shortest day is December 21st (the Winter Solstice). Know that there is equal daylight and night time at the Spring Equinox (around March 20th) and the Autumn Equinox (around 22nd September).</p> <p>Know the weather patterns associated with each season - Autumn - Temperatures start to drop from Summer, overcast Winter - Coldest time of year, snow, frosty in the morning, sleet, blizzard, hail Spring - Temperatures start to warm up Summer - Hottest time of the year, sunshine, generally dry weather but may be thunderstorms</p> <p>End of Unit Outcome: Discussion about human and physical features in the local area (Oldham).</p>
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<p>Term: Y1 T3</p>	<p>NO GEOGRAPHY THIS HALF TERM</p>
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<p>Term: Y1 T4</p>	<p>Unit Title: London <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Know that London is the capital city of England and understand where it is located within the UK. 2. Know and be able to identify important landmarks in London and understand which are human features and which are physical features. <p><i>This unit builds upon the knowledge of London from Reception. It gives the opportunity for pupils to see human and physical features in a different context and revise them from previous Year 1 units. This unit is the foundation for children's learning in Year 2, where they study the whole of the UK and its countries.</i></p> <p>End of Unit Outcome: Identify key locations in London from pictures.</p>
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<p>Key Concepts of the Unit</p>	
<p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p>	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p>	

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

NC Objectives	Key Knowledge and Vocabulary
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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

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas

Location of London
 Know that we live in a country called **England**. (Review Yr1, T1)
 Know that **London** is the capital city of England.
 Know that a **city** is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
 Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.
 Identify London on a map of the UK.
 Know that some other important cities in England are: **Manchester, Birmingham, Newcastle** and **Liverpool** - identify these cities on a map of UK.
 Know that Manchester is the nearest city to Oldham and identify Oldham on a map of the UK. (Review Yr1, T1)
 Know that Manchester is in the **North** of England and that London is in the **South** of England.

London Landmarks
 Know and identify modern landmarks in London and understand their functions: **Big Ben, Houses of Parliament, Tower Bridge, St Paul’s Cathedral, Buckingham Palace**.
 Understand that these landmarks are **human features** of London, as they were made by people. (Review Yr1, T1)

Building	Function
Big Ben/Elizabeth Tower	The bell in the clock tower known as Elizabeth Tower above the Houses of Parliament
Houses of Parliament	a meeting place for people in power where many important decisions are made
Tower Bridge	a bridge that spans the River Thames
St Paul’s Cathedral	an important large church in London where the Bishop of London works
Buckingham Palace	the London home of the queen and the monarchy .

Know that London has ‘tube trains’ that run underground and this system is called the **London Underground**.
 Understand that the London Underground is a **human feature** of London, as it was made by people.
 Know that the Queen lives at Buckingham Palace.
 Know that the current queen is Queen Elizabeth II. She is known as the monarch. Know that the UK has a royal family.
 Know that the **River Thames** runs through London.
 Know that London was built around the River Thames as it was very useful for people to transport good in boats along the river.
 Know that the River Thames is the second longest river in the UK.
 Know that the River Thames is a **physical feature** of London, as it has not been made by people. (Review Yr1, T1)

Term: Y1 T5	Unit Title: Continents and Oceans <i>The aim of this unit is for pupils to:</i> <ol style="list-style-type: none"> 1. Name and locate the 7 continents. 2. Name and located the 5 oceans. 3. Understand how to use a map to locate continents and oceans. <i>This unit is the first introduction to continents and oceans. This unit will provide foundation knowledge, which will support their geography learning across school. In Year 2, they will study a country in a different continent (Brazil in South America) and in KS2 they will study a variety of locations in South America, North America and Europe.</i> End of Unit Outcome: Label continents and oceans on a map of the world.
Key Concepts of the Unit	
<p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p>	
NC Objectives	Key Knowledge and Vocabulary

<p>Name and locate the world's 7 continents</p> <p>Name and locate 5 oceans</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p>	<p><u>Continents</u> Identify land and water on a map of the world. Know that in the world there are areas of land and areas of water. Understand that areas covered by land are split up into continents. Understand that each continent is split up into smaller areas of land called countries. Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica. Know that Oceania is often known as Australia or Australasia. Know that we live in a country called England, which is located in Europe and identify England on a map.</p> <p><u>Oceans</u> Identify land and water on a map of the world. Know that in the world there are areas of land and areas of water. Know that most of the world is covered in water. Understand that areas covered by water are split up into oceans. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Identify them on a map of the world. Know that on a map the world, there often looks to be two Pacific Oceans. Understand that this is because the earth is a sphere and they are both part of the same ocean.</p>
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<p>Term: Y1 T6</p>	<p>Unit Title: Biomes Around The World <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand that the earth's temperatures are hotter on the equator and colder at the North and South Poles.</i> 2. <i>Understand what a biome is.</i> 3. <i>Understand the environmental differences between a biome near the poles and a biome near the equator.</i> <p><i>This unit will introduce the ideas of biomes and climate differences due to proximity to the equator and North and South Poles. This will be extremely important as pupils progress through the curriculum, as it will provide a foundation for understanding climate differences around the globe when pupils will study a variety of locations in South America, North America and Europe. In Year 6 Science, pupils learn about the tilt of the earth and the impact this has on temperatures around the globe. This unit will be the first step in pupils being able to understand that concept.</i></p> <p>End of Unit Outcome: Produce a descriptive passage about two biomes studied.</p>
<p>Key Concepts of the Unit</p>	

Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Diversity

Understand that environments can be diverse, meaning that they are wide ranging and very different from each other.

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Climate

Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

NC Objectives	Key Knowledge and Vocabulary
<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p>	<p><u>Climate</u> Understand that the earth has an imaginary line around the middle of it, this is called the equator. Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole. Understand that different locations on the earth are different temperatures. Know that places near the equator are hotter and places near the North and South poles are colder. Understand that climate refers to 'the weather conditions in an area over a long period of time.'</p> <p><u>Biomes</u> Understand that the world is made up of different biomes. Know that a biome is a large area of the earth that has its own environment. Know that animals, plants, physical features and climate together make the environment. Know that there are lots of different biomes in the world. Understand that different biomes have different plants and animals, which are suited to living in their environment. <i>(Review Science, Yr 1, T1)</i> Know that there are 6 main biomes and understand some of their features: Aquatic: these biomes cover most of the earth and are rivers, lakes, oceans and seas. These biomes are in the water and are home to lots of aquatic animals such as: fish, penguins, sea lions, dolphin and wales</p> <p><i>(Located near North and South Poles)</i> Tundra: this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here. It is near the North and South Poles, where it is coldest.</p> <p>Forest or Woodland: these biomes contain lots of trees. They are warmer than the Tundra biomes, but cooler than the other biomes. We live in a forest biome.</p>

Grassland or Savannah: these biomes are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands.

(Located near Equator)

Rainforest: Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.

Desert: these biomes are also near the equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.

Understand that the biomes located near the North and South poles are Tundra biomes and they are very cold.

Understand that the biomes located near the Equator are the Rainforest and Desert biomes and they are very hot.

Year 2

Term: Y2 T1	<p>Unit Title: North West of England</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"><i>1. Understand that the UK is divided up into counties, know the counties in the North West of England and understand that they live in the country of Greater Manchester.</i><i>2. Understand key geographical areas, cities and landmarks in the North West of England.</i><i>3. Apply their knowledge of human and physical features to a wider area of the UK.</i> <p><i>In Year 1, pupils have studied their local area, in this unit pupils will develop their knowledge to understand the region they live in. This unit revises human and physical features from Year 1, studying them in a variety of contexts. This unit's work on the Bridgewater Canal provides a vital foundation for Year 5 where they will study the impact of the industrial revolution on the geography of Manchester and the North West. The Lake District aspect of this unit is a precursor to their work in Year 6, where they study the geographical development of the Lake District.</i></p> <p>End of Unit Outcome: Discussion to compare the human and physical features of Manchester, Blackpool and The Lake District.</p>
<p>Key Concepts of the Unit</p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p>	

Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.

Regions: Understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area.

NC Objectives	Key Knowledge and Vocabulary								
<p>Identify characteristics of the United Kingdom and its surrounding seas</p> <p>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</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p><u>Counties</u></p> <p>Understand that we live in a country called England.</p> <p>Understand that England is split up into counties.</p> <p>Understand that a county is an area of the UK which is made up of different settlements - hamlets, villages, towns and cities. <i>(Review Yr1, T1)</i></p> <p>Understand that each county has its own council, which is responsible for services such as: education, transport and policing.</p> <p>Know that there are 48 counties in England.</p> <p>Know that in the North West of England, the counties are: Cheshire, Merseyside, Greater Manchester, Lancashire and Cumbria.</p> <p>Know where these counties are located on a map of the UK.</p> <p>Know that Oldham is located within the county of Greater Manchester.</p> <p><u>Cities</u></p> <p>Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. <i>(Review Yr1, T1)</i></p> <p>Know that the biggest cities in the North West of England are: Chester, Liverpool, Manchester and Carlisle.</p> <p>Understand where these cities are located on a map of the North West of England.</p> <p>Know that Manchester is the nearest city to Oldham.</p> <p>Know that these important landmarks in Manchester and be able to identify them from photographs:</p> <table border="1" data-bbox="506 954 1267 1463"> <tbody> <tr> <td data-bbox="506 954 833 1082"> <p>Manchester Town Hall This is the headquarters of Manchester City Council.</p> </td> <td data-bbox="833 954 1267 1082">(Image removed)</td> </tr> <tr> <td data-bbox="506 1082 833 1241"> <p>Beetham Tower This is the tallest building in Manchester and has a hotel and flats inside it.</p> </td> <td data-bbox="833 1082 1267 1241">(Image removed)</td> </tr> <tr> <td data-bbox="506 1241 833 1369"> <p>Manchester Central Library This is a library.</p> </td> <td data-bbox="833 1241 1267 1369">(Image removed)</td> </tr> <tr> <td data-bbox="506 1369 833 1463"> <p>The Printworks This used to be a</p> </td> <td data-bbox="833 1369 1267 1463">(Image removed)</td> </tr> </tbody> </table>	<p>Manchester Town Hall This is the headquarters of Manchester City Council.</p>	(Image removed)	<p>Beetham Tower This is the tallest building in Manchester and has a hotel and flats inside it.</p>	(Image removed)	<p>Manchester Central Library This is a library.</p>	(Image removed)	<p>The Printworks This used to be a</p>	(Image removed)
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<p>Manchester Central Library This is a library.</p>	(Image removed)								
<p>The Printworks This used to be a</p>	(Image removed)								

newspaper printing house, but now it is home to restaurants and a cinema.	
Urbis This is home to the National Football Museum.	(Image removed)
Old Trafford Stadium This is the home of Manchester United football team.	(Image removed)
The City of Manchester Stadium (Etihad) This is the home of Manchester City football team.	(Image removed)

Understand that all of these landmarks are **human features**, as they have been made by people. *(Review Yr1, T1)*

Know that the worker bee is a symbol of Manchester and it can be found in many locations around Manchester such as: on bins, on lamp posts and on buildings.

The River Mersey and The Bridgewater Canal

Understand that the River Mersey and Bridgewater Canal both go through Merseyside and Greater Manchester.

Know that these are both waterways.

Understand that despite being in similar locations, there are key differences between the two:

The River Mersey	The Bridgewater Canal
Physical feature - rivers exist naturally, they are not made by people. <i>(Review Yr1, T1)</i>	Human feature - canals are made by people. <i>(Review Yr1, T1)</i>
Deeper and wider than canals	Shallower and narrower than rivers.

Understand that canals are man-made rivers used to **transport** items.

Know that before we had motorways and roads, items were transported along canals on long boats called canal barges.

Know that the use of canals have changed over time: we now have lorries which can travel easily on our roads, so canal barges aren't needed to

transport items anymore.
Understand that canals and canal barges are now used for **leisure**.

Know that both the Bridgewater Canal and the River Mersey have been affected by **pollution**.
Understand that pollution is when rubbish, smoke and chemicals are introduced into the environment and are harmful for humans, animals and plants.
Understanding the pollution affected the water in the River Mersey and Bridgewater canal, making it difficult for plants and animals to survive there.
Understand that since the 1980s people have been trying to clean up the River Mersey and Bridgewater canal and it is working - fish, animals and plants have returned to the water.
Understand that it is important for us to protect the environment and our rivers and canals. We can do this by not throwing litter onto the floor or into water and by reusing plastic bags and bottles. *(Review R, T6)*

Coast

Know that the North West of England has a coastline with the **Irish Sea**.
Know key features of a **coast** and understand which are human features and which are physical features *(Review Yr1, T1)*:
Cliff - a steep rock face close to the edge of the sea. (Physical)
Beach - land by the edge of the sea, usually covered with sand or small stones. (Physical)
Bay - a place where the coast bends inwards and sea fills the space. (Physical)
Pier - a structure for people to walk along that is built out into the sea. (Human)
Harbour - a place by the seaside where boats can stay safely in the water. (Human)
Port - a place where ships can be loaded and unloaded. (Human)

Know that one of the most famous locations on the North West coast is **Blackpool**.
Understand that Blackpool attracts lots of **tourists**.
Know that tourists are people who visit a place for pleasure.
Know these important tourist destinations in Blackpool:

Blackpool Piers	There are 3 piers in Blackpool, each has rides and eating places for people to visit.
Blackpool Tower	This is based on the Eiffel Tower in Paris, France. Blackpool Tower has a famous dance hall called Blackpool Tower Ballroom. It also has a circus, an aquarium and a soft play area.
Blackpool Illuminations	Each year, from August to November, lots of Blackpool is lit up in a special event called the Illuminations. They first happened in 1879 with just eight lamps. Today, the lights are six miles long and use over a million lightbulbs.
Blackpool Pleasure Beach	This is a large theme park with lots of exciting rides.

Understand that all of these tourist destinations are human features as they have been made by people.

Know that Blackpool is affected by **pollution**.
Understand that pollution is when rubbish, smoke and chemicals are introduced into the environment and are harmful for humans, animals and plants.

	<p>Understand that Blackpool attracts lots of tourists and if these tourists don't take care of the environment when they visit, it can have a negative impact on the environment in Blackpool.</p> <p>Understand that it is important for us to protect the environment and seaside. We can do this by not throwing litter onto the floor or into water and by reusing plastic bags and bottles. <i>(Review R, T6)</i></p> <p><u>National Parks</u> Understand that in the UK we have 15 National Parks. Know that a National Park is a protected area because of its wildlife, beautiful countryside or cultural heritage. Know National Parks, such as the Lake District National Park, welcome visitors so that everyone can enjoy these areas of natural beauty. Understand that in the North West of England, there is a National Park called the Lake District. Understand that the Lake District is made up of lots of mountains and lakes. Know that the Lake District is home to:</p> <ul style="list-style-type: none"> ● the highest mountain in England - Scafell Pike ● the deepest lake in England - Wastwater ● the largest lake in England - Lake Windermere <p>Know that in the Lake District, tourism is very important - they have over 16 million visitors every year who come to walk, cycle, run, boat or just to look at the amazing scenery. Understand that visitors to the Lake District must do all they can to protect the environment whilst they are visiting. Understand that they can do this by not throwing litter onto the floor and by being respectful of the plants and animals which live in the Lake District.</p>
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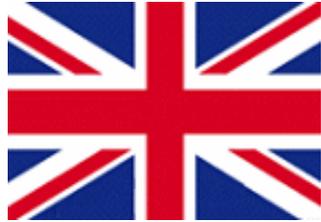
Term: Y2 T2	NO GEOGRAPHY THIS HALF TERM
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Term: Y2 T3	<p>Unit Title: United Kingdom and Seas <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Know the countries in the UK, their capital cities and their flags. 2. Know the seas and oceans surrounding the UK. <p><i>This unit builds upon the knowledge of London from Year 1 and progresses to look at other countries in the UK and their capital cities. It gives the opportunity for pupils to see human and physical features in a different context and revise them from previous Year 1 units. This unit is the foundation for children's learning in Year 2, where they study the whole of the UK and its countries.</i></p> <p>End of Unit Outcome: Identify the countries, capital cities and surrounding seas and oceans of the UK on a map.</p>
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Key Concepts of the Unit	
<p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p>	

NC Objectives	Key Knowledge and Vocabulary
<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Know that we live in England, which is a country in the UK.</p> <p>Know that 4 countries make up the UK.</p> <p>Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p> <p>Know that UK stands for 'The United Kingdom of Great Britain and Northern Ireland', usually this is shortened to 'The United Kingdom'.</p> <p>Know that Great Britain is the name for England, Wales and Scotland.</p> <p>Know that Northern Ireland is part of an island to the west of the UK.</p> <p>Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK.</p> <p>Know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish.</p> <p>Understand that each of the countries in the UK have their own capital city. <i>(Review Yr 1, T4)</i></p> <p>Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p>Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</p> <p>Know that the government of each country is based in its capital city.</p> <p>Know capital cities in the UK and locate these cities on a map of the UK: London, Cardiff, Edinburgh and Belfast.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p>Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. <i>(Review Yr 1, T5)</i></p> <p>Locate these bodies of water on a map.</p> <p>Understand that body of water is a term used to refer to large areas of water e.g., lakes, seas, oceans.</p> <p>Know that the English Channel separate the UK and France, which is another country in Europe.</p> <p>Understand that The English Channel is narrow and at its narrowest point it is only 21 miles wide.</p> <p>Know that to travel to France people can catch a ferry which is a type of boat, or travel under the English Channel through the Channel Tunnel.</p> <p>Know that people can travel in a car or on a train through the Channel Tunnel.</p> <p>Know that people swim The English Channel.</p> <p>Know that the National Anthem for the UK is 'God Save The Queen'. (http://anthemworld.com/United_Kingdom.html)</p> <p>Know that most countries have a national anthem and this is a special song which is linked to the history of the country.</p> <p>Know the words to the first verse of the song</p> <div data-bbox="488 1129 981 1425" style="border: 1px solid black; padding: 5px;"> <p><u><i>God Save The Queen</i></u> <i>God save our gracious Queen!</i> <i>Long live our noble Queen!</i> <i>God save the Queen!</i> <i>Send her victorious,</i> <i>Happy and glorious,</i> <i>Long to reign over us,</i> <i>God save the Queen.</i></p> </div>

Know that the **Union Jack** is the national flag of the United Kingdom.



Know that this combines aspects of three older national flags: the red cross of St George for the Kingdom of England, the white saltire (diagonal cross) of St Andrew for Scotland, and the red saltire (diagonal cross) of St Patrick to represent Ireland.



St George's Cross (England)



St Andrew's Flag (Scotland)



St Patrick's Cross (Ireland)

Know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a **union**.



The Red Dragon (Wales)

Term: Y2 T4

NO GEOGRAPHY THIS HALF TERM

Term: Y2 T5&6

Unit Title: Brazil

The aim of this unit is for pupils to:

- 1. Deepen their understanding of continents, by learning about a specific area in South America - including a key city (Rio de Janeiro).*
- 2. Understand that the Amazon rainforest is located in Brazil and know some of its features.*
- 3. Apply their knowledge of human and physical features of an area of the UK and compare them to an area of Brazil.*

This unit ends KS1 by giving pupils an opportunity to review much of the knowledge they have learnt in Years 1&2. Pupils will build on their knowledge of oceans and continents and deepen their understanding by focussing on a specific area outside of Europe. Pupils will review human and physical features and use their knowledge to compare two locations. In this unit, pupils will gain knowledge vital to their learning in KS2. Their study of the Amazon Rainforest is a foundation for further work on rainforests in Year 5. Their introduction to the Amazon River will be essential as pupils study rivers in greater detail in Years 3&4.

End of Unit Outcome: Write an essay - 'How is Rio De Janeiro different to Manchester?'

Key Concepts of the Unit

Physical Features: *Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.*

Continents: *Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.*

Oceans and Seas: *Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.*

Biomes: *Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.*

Environment: *Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.*

Climate: *Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.*

Human Features: *Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop*

Population: Understand that the population is the people or animals that live in a particular area.

NC Objectives	Key Knowledge and Vocabulary
<p>Name and locate the world's 7 continents</p> <p>Name and locate 5 oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (north, south, east and west)</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm,</p>	<p>Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. (Review Yr 1, T5)</p> <p>Understand that a continent is a large area of land that contains different countries.</p> <p>Know and locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. (Review Yr 1, T5)</p> <p>Know where the Equator is located and the impact this has on temperature. (Review Yr 1, T6)</p> <p>Know that it is an imaginary line drawn around the world.</p> <p>Know that countries near the equator are warmer than those further away from the equator.</p> <p>Know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator.</p> <p>Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</p> <p>Know the compass directions: North, South, East, West.</p> <p>Understand directional language: near, far, left, right, forward, backward.</p> <p>Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south from Europe.</p> <p><u>Brazil</u></p> <p>Know that Brazil is the largest country in the continent of South America.</p> <p>Know the names of South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay, Venezuela.</p> <p>Identify Brazil on a map of South America and a map of the world.</p> <p>Know that Brazil's coast is along the Atlantic Ocean.</p> <p>Know that Brasilia is the capital city of Brazil.</p> <p>Know that the official language of Brazil is Portuguese and Brazil is the only Portuguese speaking country in South America.</p> <p>Know that Portuguese is a language spoken in Portugal, a country in Europe.</p> <p>Know that the main religion of Brazil is: Christianity.</p> <p>Identify the Brazilian flag:</p>  <p><u>Rio De Janeiro</u></p> <p>Know that Rio de Janeiro is a famous city in Brazil.</p>

house, office, port, harbour and shop

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

Locate Rio de Janeiro on a map of Brazil.
Know that lots of people visit Rio de Janeiro, as it is a **tourist** destination.
Know that Rio de Janeiro is located on the coast of Brazil.
Know key features of Rio de Janeiro:

Christ the Redeemer	(Image removed)	Human Feature Know Christ the Redeemer, is a statue of Jesus Christ which stands above the city of Rio. Know that the statue was built as a symbol of Brazilian Christianity. Know that the statue is 30m tall.
Copacabana Beach	(Image removed)	Physical Feature Know that Copacabana Beach is one of the most famous beaches in the world. Know that many tourists visit this beach.
Sugarloaf Mountain	(Image removed)	Human Feature Know that this is a famous natural landmark, due to its unique shape.
Rio Carnival	(Image removed)	Know that each year Rio hosts a large carnival. Know that the carnival is 5 days long and 2 days of that are a public holiday where people living in Rio don't have to go to work or school. Know that people attending dress up in colourful costumes and large floats with dancers on them, travel down the streets.

Amazon Rainforest

Know that the **Amazon rainforest** is the largest **tropical rainforest** in the world and over half of it is located in Brazil.
Know that tropical rainforest is a type of **biome** - a community of plants and animals that have common characteristics for the environment they exist in.
(Review Yr 1, T6)
Know that the Amazon Rainforest has a hot, **humid climate**. Humid means 'very hot and damp'.
Know that climate refers to 'the weather conditions in an area over a long period of time.'
Understand that **tribes** of people still live here and have no contact with the outside world.
Understand that humans have damaged many areas of the rainforest through chopping down trees to use the wood to make things or to clear the land to build on. Removing trees in this way is called **deforestation**.
Know that deforestation is a problem in the Amazon Rainforest, as it means animals lose their **habitats** and can't survive.

Amazon River

Know that the **Amazon River** flows through Brazil.
Understand that the river is 6,400 kilometres long and flows through the rainforest. (Know that a kilometre is a thousand metres)
Know that it is the second longest river in the world (the longest is the Nile in Egypt).
Know that there are no bridges that cross the river so people must use boats.
Know that a bird's eye view or aerial photographs are taken from above. Look at bird's eye view images of the Amazon river.

Comparing the State of Amazonas and North West England

Understand the State of Amazonas is located in North West Brazil.

Identify the State of Amazonas on a map of Brazil.

Physical Geography		
	State of Amazonas	North West England <i>(Review Yr2, T1)</i>
Biome	98% of the State of Amazonas is almost covered by the Amazon Rainforest. The entire state is located in a rainforest biome.	The North West of England is located within a forest biome. <i>(Review Yr 1, T6)</i>
Climate	Amazona's weather is very hot and wet all year round. The average temperature varies very little by season, it remains around 28 °C.	The North West of England's weather is cold in winter and warm in summer. The average temperature is 12 °C. <i>(Review Yr 1, T2)</i>
Coast	The State of Amazonas is inland and has no coast.	The North West of England has a coastline with the Irish Sea.
Mountains	The highest mountain in Brazil is located in the State of the Amazonas - Pico da Neblina. Pico de Neblina is 2994m high.	The highest mountain in England is located in the North West - Scafell Pike. Scafell Pike is 978m high.
Rivers	The main river through the State of Amazonas is the Amazon River which is 6575m long.	The main river through the North West of England is the River Mersey which is 112m long.
Human Geography		
	State of Amazonas	North West England <i>(Review Yr2, T1)</i>
Settlements	There are a few cities and hardly any towns. Many people live in small communities within the Amazon Rainforest.	There are lots of settlements in the North West of England. People live in mixture of cities, towns and villages.
City	The largest city is Manaus. Over half the population live in Manaus.	The largest city is Manchester.

	Population	The population in the State of Amazonas is 3.7 million. (Despite the State of Amazonas being 111 times bigger than North West of England)	The population in the North West of England is 7.3 million. (Despite the State of Amazonas being 111 times bigger than North West of England)
	Buildings	There are very few buildings outside of the cities. People live in huts within the rainforest.	There are lots of buildings all over the North West of England. People live in houses, which are usually made of brick.
	Canals	There are no man-made canals in the State of Amazonas.	There are canals in Manchester, which are waterways made by people.
	Roads	There are only two main roads travelling through the State of Amazonas.	There are many roads and motorways which connect the cities, towns and villages in the North West of England.
<p>Comparisons of Maps Understand the differences the maps show of the State of Amazonas and the North West of England. Compare the differences between: Roads, Settlements and Green Space. Understand that a map shows you what an area looks like from an aerial view. (Sometimes known as a bird's eye view) <i>(Review Yr 1, T2)</i> Understand that aerial means 'from above' and when we look at something from above, we call this an 'aerial view'. Aerial comes from the Latin word 'aerius' which means 'high in the air'.</p>			
		State of Amazonas	North West England <i>(Review Yr2, T1)</i>
		(Image removed)	(Image removed)
		(Image removed)	(Image removed)

Year 3

Term: Y3 T1	<p>Unit Title: Rivers and Oceans <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> <i>Review knowledge of coasts and oceans from KS1.</i> <i>Know the correct vocabulary to describe a river.</i> <i>Know and be able to locate the longest rivers in the UK and the World.</i> <p><i>This unit reviews knowledge learnt in KS1 about coasts and oceans, giving pupils time to consolidate this knowledge. This unit introduces vocabulary specific to rivers which will be fundamental when pupils study rivers in greater detail in Year 4. Pupils will learn about the longest rivers in the UK and in the World, giving pupils an opportunity to revisit their prior learning about the Amazon River, along with giving them a wider perspective of continents in the world.</i></p> <p>End of Unit Outcome: Label rivers, oceans and continents on world map.</p>
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Key Concepts of the Unit	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p>	
NC Objectives	Key Knowledge and Vocabulary
<p>Physical geography, including rivers</p> <p>Know key topographical features (including hills, mountains, coasts and rivers) within the UK</p>	<p><u>Oceans and Coasts</u></p> <p>Identify the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. <i>(Review Yr 2, T5&6)</i></p> <p>Know that the Pacific Ocean is the largest body of water, covering $\frac{1}{3}$ of the world's surface.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. <i>(Review Yr 2, T3)</i></p> <p>Locate these bodies of water on a map.</p> <p>Understand that where the ocean or sea meets land, is called the coast.</p> <p>Know key vocabulary, be able to identify by pictures and label on a diagram:</p> <p>Know that a sea is smaller than an ocean.</p> <p>Know that a cliff is a steep, rocky slope that overlooks the sea.</p> <p>Know that a cave is a hollow in a cliff, caused by a crack in the cliff being widened by waves.</p> <p>Know that a beach is an area of sand or pebbles along a coast.</p> <p>Know that a bay is a wide, curved area of a sea or lake next to land.</p> <p><u>Rivers</u></p> <p>Understand that a river is a large natural stream of water flowing in a channel to the sea, a lake, or another river</p> <p>Know that water always flows downstream, which means it flows downhill towards the sea. Use arrows on a map of UK rivers to show the direction of water flow.</p> <p>Know key vocabulary, be able to identify by pictures and label on a diagram:</p> <p>Know that a stream is a small, narrow river.</p> <p>Know that a canal is a man-made waterway, which is used by boats and ships to transport goods across land.</p> <p>Know that an estuary is where a river meets the ocean and the river and ocean mix.</p> <p>Know that the mouth of a river is the end of it, where it meets the sea, a lake or another river.</p> <p>Know that the source of a river is where it starts.</p> <p>Know that a tributary is a small river or stream that joins a bigger river.</p> <p>Know that the riverbed is the bottom of the river and it is usually made of sand, rocks or mud.</p> <p>Know that the current is the strength and speed of a river.</p>

	<p>Know that the riverbank is land at the side of a river.</p> <p>Know the five longest rivers in the UK:</p> <ol style="list-style-type: none"> 1. Severn (354km) 2. Thames (346km) 3. Trent (298km) 4. Great Ouse (230km) 5. Wye (215km) <p>Know that the main river through the North West of England is The River Mersey (113km). <i>(Review Yr 2, T1)</i> Plot these 6 rivers on a map of the UK.</p> <p>Know the five longest rivers in the world:</p> <ol style="list-style-type: none"> 1. Nile (6700km) <i>Africa</i> 2. Amazon (6400km) <i>South America</i> 3. Yangtze (6300km) <i>Asia</i> 4. Mississippi-Missouri (6000km) <i>North America</i> 5. Yenisei-Angara-Selenga (5500km) <i>Europe/Asia</i> <p>Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. <i>(Review Yr 2, T5&6)</i> Use knowledge of continents to plot these rivers on a map of the world.</p>
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<p>Term: Y3 T2</p>	<p>Unit Title: Maps</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand the purpose of a map.</i> 2. <i>Understand different types of maps and how to read them.</i> 3. <i>Apply this knowledge to read maps confidently.</i> <p><i>This unit builds on the basic introduction to reading maps, pupils have in Year 1. This unit is instrumental in giving pupils the skills they will require to access the geography curriculum across KS2. Pupils will be expected to read maps and atlases more independently as they progress and this unit will give them the knowledge to do that.</i></p> <p>End of Unit Outcome: Identify a location and gather information about it using a map of the UK.</p>
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<p>Key Concepts of the Unit</p>	
<p>Terrain: <i>Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.</i></p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	

<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
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<p>Use 4- and 6-figure grid references</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><u>Maps</u></p> <p>Understand that from space, the Earth looks like a sphere, or ball, containing land and water. Know that a globe is a model of the Earth and shows what it looks like from space. Understand that globes show how the land is divided into different countries - around 200 of them. Know that the countries on our planet are located in seven different continents. Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. <i>(Review Yr 1, T5)</i></p> <p>Understand that maps are useful tools to help people find their way to and from somewhere. Know that they are much easier to carry than a globe and much more detail can be added to them. Understand that maps can show the whole world, a single country or even a single town or village. Know that maps of different countries can be put together in a book called an atlas or they can be on a single sheet of paper. Know that maps can be on paper or on a mobile phone, tablet or computer. Know that in the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs, which are photographs taken from space by satellites and joined together to make very detailed images. Know that some maps are so detailed that you can zoom in and see a birds-eye view of where you live. Know that a bird's eye view is an area, as it looks from above. Understand that a map is a two-dimensional drawing of an area. Know that maps can show the countryside, a town, a country or even the whole world. Understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills. Know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere.</p> <p><u>Reading Maps</u></p> <p>Compass Points: Understand that the top of most maps is north and a compass can be used to find which direction north is. Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West. Understand that on a compass the needle always points north, so when that is lined up with the map it is easy to see in which direction things are.</p> <p>Scales: Understand that maps are not drawn to the same size as the ground because they would be far too big, instead they are drawn to a smaller scale. Understand that the scale on a map is a set of numbers that can be used to compare distances and can be written, for example, as 1:25,000 This means that the actual size of the ground is 25,000 times bigger than it is on the map. Understand that scale can also be written as cm to km - for example 4cm to 1km means that every four centimetres on the map is one kilometre in real life.</p> <p>Grid References: Understand that a grid reference tells you where something is on a map. Know that there are two parts to a grid reference: The 1st letter or number tells you how far across the map something is. The 2nd letter or number tells you how far up the map something is.</p>
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Understand that all the grid lines are numbered to help find specific areas on the map.
Know that **Eastings** are the numbers that run from left to right on the map.
Know that **Northings** run from south to north.

Understand that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference.
Understand that this is the reference for the bottom left corner of a square on the map.
Know that **four-figure grid references** are used to locate a particular grid square on a map.
Know that this makes it easier to search the map for features.

Understand that we can use **six-figure grid references** to find an exact location within a grid square, so they are much more accurate than four-figure grid references.
Understand that we can make our references even more precise by adding an extra number to both the easting and northing.
Understand that this helps us to work out whereabouts in the square the feature you are looking for is.

Keys and Symbols:

Understand that **symbols** are used on a map to represent the **human and physical features** of an area and show where they are located.
Know that a **key** is needed on a map to explain the symbols. (*Review Yr 1, T2*)
Revise the following OS Map symbols (*Review Yr 1, T2*) - road, footpath, railway station, castle, parking, place of worship, School, post office, toilet, trees.
Know the following new OS symbols - motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve.
Know that a key is needed on a map to explain the symbols.
Apply skills to draw a map of the local area using relevant symbols.

Contours:

Understand that some maps, especially ones that people use to find their way around the countryside, contain **contour lines**.
Understand that contour lines are lines that show high and low areas of land.
Know that when the contour lines are close together it means the hill or mountain is steep, when they are far apart it means the land is flatter.
Understand that areas of different heights are also often shown using different colours - a key is used to show how high the land is.
This is useful to know when planning a route, to see whether it is going to be a hike up a steep mountainside or a walk on flat ground.

Using Atlases

Understand that an **atlas** is a collection of maps.
Know that within an atlas, there are different types of Maps depending on what you need.
Understand that the best way to find a location within an Atlas is to look at the **index**.
Know that the index is at the back of the atlas and that it lists locations alphabetically.
Know that when you find the location in the index, there will be a page number and grid reference to help you locate it in the atlas.

<p>Term: Y3 T3</p>	<p>Unit Title: Polar Regions</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> <i>1. Understand and locate lines of latitude and longitude.</i> <i>2. Understand the environment in the Arctic and Antarctic Circles.</i> <i>3. Understand what Climate Change is and the impact it is having on the world's polar regions.</i> <p><i>This unit follows on from pupil's knowledge of the equator, to other lines of latitude and longitude. This provides a foundation for further work on this throughout KS2, culminating in pupils' understanding of time zones in Year 6. This unit reinforces the relationship between proximity to the equator and temperature. In this unit, pupils will focus on environments in the Arctic and Antarctic Circles, which underpins their learning about Scandinavia in Year 4. In this unit, pupils will begin to explore Climate Change, the impact it is having on our planet and things they can do to help. This will be studied in greater detail, across KS2.</i></p> <p>End of Unit Outcome: Write an essay - ' Why is it difficult for humans to survive in polar regions?'</p>
<p>Key Concepts of the Unit</p>	
<p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i></p>	
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Identify the position and significance of Arctic and Antarctic Circle</p> <p>Identify the position and significance of Northern Hemisphere and Southern Hemisphere</p> <p>Physical geography, including biomes and vegetation belts</p> <p>Physical geography, including climate zones</p> <p>Use the 8 points of a compass</p>	<p><u>Compass</u> Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West. <i>(Review Yr 3, T2)</i></p> <p><u>Labelling the Earth</u> Know where the Equator is located and the impact this has on temperature. <i>(Review Yr 1, T6)</i> Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</p> <p>Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere.</p>

Identify the hemispheres on a map.

Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.

Know that the **Prime Meridian** is a line of longitude, which runs through London.

Know that anything lying east of the Prime Meridian is in the **Eastern Hemisphere**.

Know that anything west of the Prime Meridian is in the **Western Hemisphere**.

Identify on a map the position of these lines of latitude: **Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle** and **Antarctic Circle**.

Arctic Circle

Know that the **Arctic Circle** is at the north of the earth.

Know that the **North Pole** is the most northern point and it is in the Arctic Circle.

Know that the Arctic Circle is in the **Northern Hemisphere**.

Know that two **continents** are within the Arctic Circle: *(Review Yr 1, T5)*

Europe - **Russia, Iceland, Denmark, Norway, Sweden and Finland**

North America - **USA, Canada**

Understand that only parts of these countries are within the Arctic Circle.

Know that the **Arctic Ocean** is in the **Arctic Circle**. *(Review Yr 1, T5)*

Using knowledge of how to use an atlas and map reading, identify these countries on a world map. *(Review Yr 3, T2)*

Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months.

Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.

Know that the average temperatures in the Arctic range from about 12°C in the summer to about -34°C in the winter.

Antarctica

Know that the **Antarctic Circle** is at the south of the earth.

Know that the **South Pole** is the most southern point and it is in the Antarctic Circle.

Know that the Antarctic Circle is in the **Southern Hemisphere**.

Know that **Antarctica** is the only continent inside the Antarctic Circle.

Know that Antarctica is in the **Southern Ocean**. *(Review Yr 1, T5)*

Understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it.

Know that Antarctica's winter lasts for 8 months.

Know that Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89°C

Know that the average temperatures range from about 10°C in the summer to -60°C in the winter.

Know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile.

Know that Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.

Tundra Biome

Understand that Arctic and Antarctic Circles have the coldest **climate** on earth. *(Review Yr 2, T5&6)*

Know that climate refers to 'the weather conditions in an area over a long period of time.'

Know that the coldest recorded temperature in Antarctica is -89 °C.

Know that the coldest recorded temperature in the Arctic is -67.7 °C.

Compare this to today's current temperature in Oldham.
 Know that within the Arctic and Antarctic Circles is a **Tundra Biome**.
 Know that **this** biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here.
 Know that this biome can only be found near the North and South Poles, where it is coldest.
 Know that permafrost exists around the North and South Poles and that this is where the ground is frozen for two or more years without thawing.
 Know that this makes it very difficult for life to flourish.
 Understand that some animals are able to survive in these harsh environments:
 Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.
 Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins

Comparing Arctic and Antarctic

	Arctic	Antarctic
Location	Arctic Circle Northern Hemisphere Continents - Europe and North America Arctic Ocean	Antarctic Circle Southern Hemisphere Continent - Antarctica Southern Ocean
Climate	The Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months. In the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months. The average temperatures in the Arctic range from about 12°C in the summer to about -34°C in the winter.	Antarctica's winter also lasts for 8 months. Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile! Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years. Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89°C. The average temperatures range from about 10°C in the summer to -60°C in the winter.
Physical Features	Most of the Arctic is covered by water and most of that water is frozen. There are: Mountains Islands Fjords Icebergs Glaciers	There are: Mountains Seas Valleys Icebergs Volcanoes

<p>Human Features</p>	<p>People have lived in the Arctic for thousands of years. Only about 4 million people live and work in the Arctic at the moment (for comparison, there are 66 million in the UK).</p> <p>In the winter, it can get so cold that it's too dangerous to go outside without special clothing and equipment. Strong storms and blizzards can make travel very difficult and heating a home can be expensive without trees for a fire.</p> <p>Mining for oil and gas, and fishing are important activities in the Arctic.</p>	<p>No people permanently live in Antarctica because it is too cold for them to live there for a long time. Scientists take turns living there for short periods of time to study the ice and the animals. Tourists also sometimes visit in the summer. There are no towns or cities in Antarctica.</p>
<p>Animals</p>	<p>Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.</p>	<p>Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins</p>

Climate Change

Understand that **climate change** (or **global warming**), is the process of our planet heating up.

Know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C.

Understand that humans contribute to global warming by:

1. Burning fossil fuels (burning coal and oil)
2. Farming (cows producing methane gas)
3. Deforestation (cutting down trees)

Understand that this can have a negative impact for our world, especially in the Arctic and Antarctic.

Understand that a warmer climate could affect our planet in a number of ways:

1. More rainfall
2. Changing seasons
3. Shrinking sea ice
4. Rising sea levels

Know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.

Understand that this is destroying the habitats of the animals living in these environments and they are struggling to survive.

Understand that we can help climate change by:

1. Walking or cycling rather than travelling in cars or buses.
2. Using less energy - turn off lights, TVs, laptops etc when you aren't using them.
3. Recycling

<p>Term: Y3 T4</p>	<p>NO GEOGRAPHY THIS HALF TERM</p>
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Term: Y3 T5 & 6	Unit Title: Italy <i>The aim of this unit is for pupils to:</i> <ol style="list-style-type: none"> 1. Know where Italy is located within Europe. 2. Understand the key physical and human characteristics of Italy. <i>Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. Whilst studying the physical geography of Italy, pupils will begin to understand what a volcano is. This will be developed further in Year 5 when they study natural disasters and Year 6 where they study the Galapagos Islands. This is the first time pupils will study a European country and will be vital in widening their understanding of Europe. This will develop further in Year 4, where pupils will study Scandinavia and Greece.</i> End of Unit Outcome: Write a description of the key physical and human features found in Italy.
Key Concepts of the Unit	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Terrain: <i>Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.</i></p> <p>Landform: <i>Understand that a landform is a natural feature of the Earth's surface. Understand that landforms can be formed by tectonic plate movement (such as mountains and hills) and by erosion from water (such as valleys, cliffs and caves).</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p> <p>Population: <i>Understand that the population is the people or animals that live in a particular area.</i></p>	
NC Objectives	Key Knowledge and Vocabulary
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Know countries and major cities in Europe</p> <p>Know key physical and human characteristics of locations in Europe</p>	<p><u>Location</u></p> <p>Know that Italy is located within the continent of Europe. <i>(Review Yr 1, T5)</i></p> <p>Know that Italy is located in Southern Europe in an area called the Mediterranean.</p> <p>Understand that the area is called this, as it surrounds the Mediterranean Sea.</p> <p>Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe. <i>(Review Yr 3, T2)</i></p> <p>Know that Italy has two large islands: Sardinia and Sicily.</p>

Recognise that **Italy** is often compared to the shape of a boot with the island of **Sicily** at the end of the 'boot'.
Using knowledge of how to use an atlas and map reading, locate Sardinia and Sicily on a map of Europe. *(Review Yr 3, T2)*
Understand that within Italy, there are two small countries which govern themselves: **San Marino** and **The Vatican City**.
Using knowledge of how to use an atlas and map reading, locate San Marino and The Vatican City on a map of Europe.
(Review Yr 3, T2)
Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian)
Listen to the national anthem (<http://anthemworld.com/Italy.html>)



Physical Geography

Climate

Understand that climate is the weather in a location over a long period of time.
Know that Italy is warmer than the UK as it is further South, closer to the **equator**. *(Review Yr 3, T3)*
Know that Italy has a Mediterranean climate which has mild winters and hot, dry summers.
Know The north of Italy is generally cooler (especially in the mountains) and can get snow in winter,

Coast

Know that a coast is where the land and sea meet.
Know that Italy has a large coastline.
Know that the Italian coast is a mixture of sandy beaches and rocky cliffs

Mountains

Know that a mountain is a large landform that rises above the surrounding land.
Know that there are two mountain ranges:

1. The **Alps which** cut across the top of the country.
2. The **Apennines** mountains stretch south down the entire length of the country.

Lakes

Know that a lake is a large body of water.
Know that there are long, thin lakes located in the north of Italy.
Understand that these lakes can be found dotted between the Alps.
Know that the largest of these lakes is **Lake Garda**.

Volcanoes

Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.
Know that there are 3 active volcanoes in Italy:

1. **Mount Etna** (which is the tallest active volcano in Europe)
2. **Mount Vesuvius**
3. Mount Stromboli

Understand that active means they have had at least one eruption during the past 10,000 years.
Understand that these volcanoes contribute to farming in the region, as the land around them is fertile and things grow easily there.

Human Geography

Know the **Italian** is spoken in Italy.

Know that the religion of Italy is Christianity.

Know that the population of Italy is around 60 million people (similar to UK's 66million people).

Cities

Know 3 key cities in Italy:

Rome	Rome is the capital city of Italy. Rome was the capital of the Roman Empire, meaning that in the city there are still remnants of this time. Buildings in the city are a mix of ancient and modern. The population of Rome is 4.2 million people.
Milan	Milan is a city in the North of Italy Milan is famous around the world for fashion and design. The population of Milan is 3.1 million people.
Venice	Venice is a city in North-eastern Italy. It is built on more than 100 small islands in a lagoon in the Adriatic Sea. Venice is unique because the city doesn't have roads. Instead, there are canals throughout the city and people travel on boats. The population of Venice is around 270,000 people.

Culture

Know that Italy is famous for its art, architecture, and culture.

Know that famous Italian painters include Leonardo da Vinci and Michelangelo.

Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children.

Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil.

Landmarks

<u>Landmark</u>	<u>Location</u>	<u>Photograph</u>	<u>Information</u>
The Colosseum	Rome	(Image removed)	Also called Flavian Amphitheatre. It is a giant amphitheatre built in the Ancient Roman times. It was built almost 2000 years ago.
The Vatican City	Near Rome	(Image removed)	Vatican City is its own country near Rome. It is the smallest country in the world. It is the headquarters of the Roman Catholic church and is home to the Pope.

	Grand Canal	Venice	(Image removed)	The Grand Canal is the main waterway through Venice.
	Pompeii	Campania	(Image removed)	Pompeii is a preserved ancient Roman city. Nearly 2000 years ago Mt Vesuvius erupted, leaving neighbouring cities under ash. This preserved the cities exactly as they were.
	Duomo di Milano	Milan	(Image removed)	Cathedral of Milan
	Leaning Tower of Pisa	Pisa	(Image removed)	A tower which is famous for leaning to one side.
	Cinque Terre	La Spezia	(Image removed)	Traditional fishing villages, which are famous for their colourful buildings.

Tourism
 Know that **tourism** is very important in Italy.
 Know that **tourists** are people who visit a place for pleasure. *(Review Yr 2, T1)*
 Know that there are around 62 million tourists who visit Italy each year - this is larger than the population of Italy.
 Understand that when visiting Italy, tourists like to:

1. Visit landmarks and cities
2. Visit coasts and sea
3. Visit mountains - especially for skiing in the winter.

Year 4

Term: Y4 T1	<p>Unit Title: California</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Know where the USA is located and understand how it is organised into states. 2. Understand how earthquakes are caused and the impact they have. 3. Understand key geographical areas, cities and landmarks in California. <p><i>In this unit, pupils will study North America for the first time. This unit will provide a foundation for future learning about North America in Year 5 (Central America) and Year 6 (Texas). The study of earthquakes in this unit will lead on to work on natural disasters in Year 5, where pupils will study earthquakes again. Throughout this unit, pupils will be reviewing key concepts that are prevalent throughout school: physical features, human features, climate and environment. Studying these concepts in relation to California, is an opportunity for pupils to deepen their understanding of the concepts, by considering them in a new context.</i></p> <p>End of Unit Outcome: Describe how earthquakes are caused.</p>
Key Concepts of the Unit	

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.

Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.

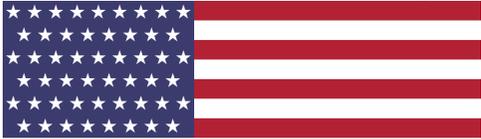
Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop

Regions: Understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area.

NC Objectives	Key Knowledge and Vocabulary
Locate the world's countries, using maps to focus on North America	<p><u>Location of California</u></p> <p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</p> <p>Know that North America is made up of 23 countries.</p>
Know countries and major cities in North America	<p>Using knowledge of how to use an atlas and map reading, identify North America on a map of the world. <i>(Review Yr 3, T2)</i></p> <p>Know that the United States of America (USA) is a country within North America.</p> <p>Know that the USA is bordered by Canada to the north and Mexico to the south.</p>
Know key physical and human characteristics of locations in North America	<p>Know that the USA is made up of 50 states.</p> <p>Know that a state is an area including many cities and towns, similar to counties in England. <i>(Review Yr 2, T1)</i></p>
Concentrate on environmental regions in North America	<p>Identify the flag of the USA.</p> <p>Know that there are 50 stars on the flag - one to represent each state.</p>
Physical geography, including mountains	
Physical geography, including volcanoes and earthquakes	
	<p>Know that California is a state within the USA.</p> <p>Know that California is located on the West coast of the USA, besides the Pacific Ocean.</p> <p>Using knowledge of how to use an atlas and map reading, identify California on a map of the USA. <i>(Review Yr 3, T2)</i></p>
	<p><u>Earthquakes</u></p>

Understand that the Earth is made up of different layers.
 (Image removed)
 Know that the **crust** is made up of different pieces, called **tectonic plates**.
 Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.

Know that the edges of plates, where two plates meet, are called **fault lines** or faults.
 Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes.
 Understand that faults can rub together, push toward each other, or pull away from each other.

Know that earthquakes are a violent jolt that shakes the land.
 Know that earthquakes are measured on the **Richter Scale**.
 Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.

Understand that California has a fault line running the entire length of it.
 Know that this fault line is called the **San Andreas fault**.

Understand that places located along the fault line frequently experience earthquakes, although most are very small and unnoticeable.
 Understand that occasionally stronger earthquakes happen and these can be very dangerous.
 Know that in 1906 there was a large earthquake in the city of San Francisco, which is located on the fault line.
 Know that this earthquake was 7.9 on the Richter Scale.
 Know that this earthquake destroyed houses and broke gas pipes and water pipes.
 Understand that the broken gas pipes led to fires, which were unable to be put out due to the broken water pipes.
 Know that many people had to live in tents for 2 years, until their houses could be rebuilt.
 Understand that with modern technology scientists can predict when strong earthquakes are going to happen and people can be evacuated to safety.
 Understand that modern buildings can be built to withstand earthquakes.

Regions

Know that California is a large state - it is 1.7 times the size of the UK.
 Understand that this means within California there are 4 different regions, each with their own distinct features.

Know the key **physical features** of each region: *(Review Yr 1, T1)*

	Costal Region	Desert Region	Mountain Region	Valley Region
Location	1264 miles along the west coast of California, beside the Pacific Ocean.	South-eastern California. There are 3 deserts: Death Valley Mojave Desert Colorado Desert	Mainly located in the North.	Central California. A long area of low land between hills or mountains. 2 main valleys: San Joaquin Sacramento

Environment	Northern beaches have rocky coasts and cool water. Southern beaches have sandy beaches and warm water.	Dry with little or no vegetation. The land is flat and low.	Rocky mountains with valleys, rivers, lakes and streams. The highest point in the continental USA is located here: Mount Whitney.	This region has perfect conditions to grow food and around one half of the world's fruit, vegetables and nuts are grown here.
Climate	Hot in summer, cool in winter.	The desert has very hot summers - over 100 degrees. The desert has very cold winters - this is the only desert in USA which has snow	Cool summers, cold winters. Snowy in winter.	Hot, dry summers. Cool, damp winters. Foggy.
Key Locations	Malibu This is a city in California with a selection of beaches, which are very popular with tourists. The beaches are sandy and the water is warm. These beaches attract surfers, who enjoy the waves.	Death Valley National Park America's largest national park. The lowest, driest and hottest area in North America. The hottest ever temperature recorded on earth was recorded here at 134 degrees. Hikers are advised not to go out after 10am, the heat is too dangerous.	Yosemite National Park One of America's national parks. It is very popular with hikers and rock climbers and has over 4 million tourists per year. Famous waterfalls and rock formations.	Sacramento Valley This is an area of flat grasslands which are perfect for growing food and plants. Most of the land in this valley is used for farming. This area is famous for the Sutter Buttes, which are small mountains formed by an extinct volcano.

Cities

Know that there are many cities in California - over 480.

Understand that we are going to study two of the most famous cities: **Los Angeles (LA)** and **San Francisco**.

Know that both of these cities are located on the coast of California - Los Angeles to the South and San Francisco to the North.

Using knowledge of how to use an atlas and map reading, locate these cities on a map of California. *(Review Yr 3, T2)*

Understand that Los Angeles is warmer and sunnier than San Francisco (it is further south and nearer to the equator). *(Review Yr 3, T3)*

Know that San Francisco is known as 'The Windy City' as it is often windy and foggy.

Know the key landmarks of each of these cities:

Understand that these landmarks are all **human features**, as they have been made by people. *(Review Yr 1, T1)*

Understand that these landmarks are **tourist destinations**, meaning people travel to visit them. *(Review Yr 2, T1)*

Los Angeles		
Hollywood Sign	(Image removed)	The Hollywood Sign is a landmark overlooking Hollywood, Los Angeles, California. It is situated in the Hollywood Hills. "HOLLYWOOD" is spelled out in 14m-tall

			white capital letters and is 107m long.
	Hollywood Walk of Fame	(Image removed)	The Hollywood Walk of Fame is more than 2,690 stars embedded in the pavement. Each star represents a person who has contributed to: Motion Pictures Television Radio Recording Live Theatre/Performance.
	Santa Monica Pier	(Image removed)	The Santa Monica Pier is a large pier in Santa Monica, California. It contains a small amusement park, concession stands and areas for views and fishing
San Francisco			
	Golden Gate Bridge	(Image removed)	The Golden Gate Bridge is a suspension bridge which goes across the ocean, to connect San Francisco with land on the other side of the water.
	Alcatraz	(Image removed)	Alcatraz is an Island located in San Francisco Bay, 1.25 miles offshore from San Francisco, California. The island has been famously used as a prison.
	Lombard Street	(Image removed)	Lombard Street is a street in San Francisco, California that is famous for a steep, one-block section with eight hairpin turns.

Term: Y4 T2	NO GEOGRAPHY THIS HALF TERM
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Term: Y4 T3	<p>Unit Title: Scandinavia <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Understand and locate lines of latitude and longitude. 2. Understand where Scandinavia is located, the countries it consists of and their key features. <p><i>This unit follows on from pupil's work in Year 3 on lines of latitude and longitude. It gives pupils the opportunity to review previous learning and apply their knowledge to a new context. In this unit, pupils will study Scandinavia focussing on the key features of each country. This will support their learning in History, where they will study the Vikings.</i></p> <p>End of Unit Outcome: Label key lines of latitude and longitude on a map.</p>
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Key Concepts of the Unit	
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Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.

Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

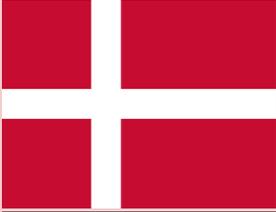
Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.

NC Objectives	Key Knowledge and Vocabulary
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Labelling the Earth</u> (Review Yr 3, T3)</p> <p>Know where the Equator is located and the impact this has on temperature.</p> <p>Know that it is an imaginary line drawn around the world.</p> <p>Know that countries near the equator are warmer than those further away from the equator.</p> <p>Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator.</p> <p>Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</p> <p>Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude.</p> <p>Understand that the Equator is a line of latitude.</p> <p>Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</p> <p>Understand that anything lying south of the Equator is in the Southern Hemisphere.</p> <p>Understand that anything lying north of the Equator is in the Northern Hemisphere.</p> <p>Identify the hemispheres on a map.</p> <p>Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</p> <p>Know that the Prime Meridian is a line of longitude, which runs through London.</p> <p>Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere.</p> <p>Know that anything west of the Prime Meridian is in the Western Hemisphere.</p> <p>Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p><u>Arctic Circle</u> (Review Yr 3, T3)</p> <p>Know that the Arctic Circle is at the north of the earth.</p> <p>Know that the North Pole is the most northern point and it is in the Arctic Circle.</p>

Know that the Arctic Circle is in the **Northern Hemisphere**.
 Know that two **continents** are within the Arctic Circle:
 Europe - **Russia, Iceland, Denmark, Norway, Sweden and Finland**
 North America - **USA, Canada**
 Understand that only parts of these countries are within the Arctic Circle.

Scandinavia

Understand that **Scandinavia** is located within the Arctic Circle, in Northern **Europe**. *(Review Yr 1, T5)*
 Understand that 3 countries (**Norway, Denmark and Sweden**) make up Scandinavia.
 Know that these countries are colder than the UK as they are further North, away from the **equator**. *(Review Yr 3, T3)*
 Using knowledge of how to use an atlas and map reading, locate these countries on a map of Europe. *(Review Yr 3, T2)*

	Denmark (Kingdom of Denmark)	Norway (Kingdom of Norway)	Sweden (Kingdom of Sweden)
<u>Flag</u>			
<u>Capital City</u>	Copenhagen	Oslo	Stockholm
<u>Language</u>	Danish.	Norwegian	Swedish
<u>Population</u>	5.5 million people	5.08 million people	9.5 million people
<u>Location</u>	Shares a land border with Germany and is connected to Sweden by a bridge. Also includes the self-governing territories of the Faroe Islands and Greenland in the north Atlantic Ocean.	Shares a border with Russia, Finland and Sweden.	Shares a land border with Finland and Norway, and is connected to Denmark by a bridge.
<u>Environment</u>	A flat country. Around 65% of Denmark is farmland and 11% woodlands. Denmark also has many beautiful beaches around its coastline.	Fjords and mountainous terrain. Fjords are narrow inlets from the sea, with steep mountains on either side. An inlet is a long, narrow bit of water that goes from the sea to land.	Forests cover over 50% of Sweden. There are also around 100,000 lakes and over 24,000 islands throughout the country. The largest lake is Lake Vanern.

	<u>Famous For</u>	LEGO was invented in Denmark. Hans Christian Anderson came from Denmark - he is an author who wrote fairy tales such as: The Little Mermaid, The Princess and the Pea, The Snow Queen and The Emperor's New Clothes.	Norway is often described as the "Land of the Midnight Sun", because during the summer months they have around 20 hours of sunlight a day.	A famous dish of Sweden is Swedish meatballs, served with gravy, boiled potatoes and lingonberry jam. World's 3rd largest producer of music (after UK and USA).
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Term: Y4 T4	NO GEOGRAPHY THIS HALF TERM
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Term: Y4 T5	<p>Unit Title: Rivers</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Review knowledge of rivers and river vocabulary. 2. Understand how the water cycle works. (Linked with science) 3. Review knowledge of the UK from Year 2. <p><i>In this unit pupils will revisit knowledge and vocabulary learnt about rivers in Year 3. This knowledge will underpin their learning about the water cycle, which is linked with science this half term. This unit also reviews knowledge learnt in Year 2 about the UK, giving pupils time to consolidate this knowledge and develop their learning by studying each country in the UK in more detail. This aspect of the unit will be the foundation for studying the geography of the UK in Year 6.</i></p> <p>End of Unit Outcome: Write an essay - 'Explain how the water cycle works'</p>
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Key Concepts of the Unit	
<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Landform: Understand that a landform is a natural feature of the Earth's surface. Understand that landforms can be formed by tectonic plate movement (such as mountains and hills) and by erosion from water (such as valleys, cliffs and caves).</p> <p>Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</p>	

NC Objectives	Key Knowledge and Vocabulary
Physical geography, including the water cycle	<u>Water Cycle</u> (Review Science Yr 4, T5) The study of the water cycle is part of the discipline of physics , (the hydrologic cycle) - the study of the processes that shape our world and how we use it.
Physical geography, including rivers	Know the term for each part of the water cycle: evaporation, condensation, precipitation, runoff Know that evaporation is when water changes from a liquid to vapour (gas) as a result of becoming hotter. Understand that water becomes vapour at 100 °C as it is the boiling point of water.

Know key topographical features (including hills, mountains, coasts and rivers) within the UK

Know that we measure temperature using degrees Celsius (°C)
Know that in many countries they use a Fahrenheit scale.
Compare the two scales shown in the diagram above.

Know that **condensation** is the name of the process when water vapour changes into liquid through **cooling**. Know that condensation also refers to the liquid as it appears on windows on a cold day.
Know that as water condenses clouds form in the sky. When it is cool enough, and a vast amount of water has formed, it falls in the form of rain and is called **precipitation**.

Understand that water will change from a liquid to a **solid** when cooled to 0°C and that this is the **freezing process**. When ice melts, it becomes liquid which becomes part of the water cycle again.

Know that about 70% of the earth's surface is water.

Know that about 96% of earth's water is stored in the oceans. Know that the remaining 4% is stored in rivers, lakes, ice caps, glaciers, water vapour in the air, in the soil and even in animals.

Know River Vocabulary (Review Yr 3, T1)

Know that a river is large natural stream of water flowing in a channel to the sea, a lake, or another river

Know that water always flows **downstream**, which means it flows downhill towards the sea. Use arrows on a map of UK rivers to show the direction of water flow.

Know that a **stream** is a small, narrow river.

Know that a **canal** is a man-made waterway, which is used by boats and ships to transport goods across land.

Know that an **estuary** is where a river meets the ocean and the river and ocean mix.

Know that the **mouth** of a river is the end of it, where it meets the sea, a lake or another river.

Know that the **source** of a river is where it starts.

Know that a **tributary** is a small river or stream that joins a bigger river.

Know that the **riverbed** is the bottom of the river and it is usually made of sand, rocks or mud.

Know that the **current** is the strength and speed of a river.

Know that the **riverbank** is land at the side of a river.

Know five longest rivers in the UK: **River Severn, River Thames, River Trent, River Great Ouse and River Wye.** (Review Yr 3, T1)

Plot these rivers on a map of the UK.

Know that the main river running through Oldham is the **River Medlock** and that it starts in Oldham and flows to Manchester City Centre.

Know that the River Medlock joins the River Irwell in the city centre and then eventually joins the **River Mersey** in Salford before arriving at the Irish sea (plot this journey on a map). (Review Y2, T1)

Longest River in England

Know that England is a country in the UK. (Review Y2, T3)

Know that that **London** is the capital city of England.

Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.
Know that people from England are called **English**.

Know that the longest river in England is called the **River Thames**.

Know that the River Thames is located in the south of England.

Know that the River Thames winds its way across several **counties**: Wiltshire, Gloucestershire, Oxfordshire, Berkshire, Buckinghamshire, Surrey and Greater London.

Know that the Thames travels through the centre of London.

Understand that the **settlement** of London was built around the River Thames, as the river made it easier to travel and transport goods for trade.

Understand that a county is an area of the UK which is made up of different settlements - hamlets, villages, towns and cities. *(Review Yr1, T1)*

Using knowledge of how to use an atlas and map reading, locate the River Thames and the counties it travels through on a map of the UK. *(Review Yr 3, T2)*

Longest River in Scotland

Know that Scotland is a country in the UK. *(Review Y2, T3)*

Know that **Edinburgh** is the capital city of Scotland.

Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.

Know that people from Scotland are called **Scottish**.

Know that the longest river in Scotland is called the **River Tay**.

Know that the River Tay travels through the **Scottish Highlands**.

Know that the Scottish Highlands are a **region of mountains and lochs** (lakes) in Northern Scotland.

Using knowledge of how to use an atlas and map reading, locate the River Tay, Edinburgh and the Scottish Highlands on a map of the UK. *(Review Yr 3, T2)*

Longest River in Wales

Know that Wales is a country in the UK. *(Review Y2, T3)*

Know that that **Cardiff** is the capital city of Wales.

Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.

Know that people from Wales are called **Welsh**.

Know that the longest river in Wales is called the **River Towy**.

Know that the River Towy is famous for its salmon fishing.

Using knowledge of how to use an atlas and map reading, locate the River Towy and Cardiff on a map of the UK. *(Review Yr 3, T2)*

Longest River in Northern Ireland

Know that Northern Ireland is a country in the UK. *(Review Y2, T3)*

Know that that **Belfast** is the capital city of Northern Ireland.

Know that a **capital city** is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.

Know that people from Northern Ireland are called **Irish**.

Know that the longest river in Northern Ireland is called the **River Foyle**.

Know that the River Foyle flows over the border into **Ireland**.

Know that Ireland or Eire is not part of the UK.

Using knowledge of how to use an atlas and map reading, locate the River Foyle and Belfast on a map of the UK. *(Review Yr 3, T2)*

Term: Y4 T6	Unit Title: Greece <i>The aim of this unit is for pupils to:</i> <ol style="list-style-type: none"> 1. Know where Greece is located within Europe. 2. Understand the key physical and human characteristics of Greece. <i>Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. This unit is pupil's third unit studying Europe after studying Italy in Year 3 and Scandinavia earlier in Year 4.</i> End of Unit Outcome: Presentation - A tourist guide to Greece.
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Key Concepts of the Unit

Physical Features: *Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.*

Continents: *Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.*

Environment: *Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.*

Climate: *Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.*

Terrain: *Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.*

Landform: *Understand that a landform is a natural feature of the Earth's surface. Understand that landforms can be formed by tectonic plate movement (such as mountains and hills) and by erosion from water (such as valleys, cliffs and caves).*

Human Features: *Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop*

Settlement: *Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.*

Population: *Understand that the population is the people or animals that live in a particular area.*

Trade: *Understand that trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries.*

NC Objectives	Key Knowledge and Vocabulary
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</p>	<p><u>Location</u> Know that Greece is located within the continent of Europe. Know that Greece is located in Southern Europe in an area called the Mediterranean. Understand that the area is called this, as it surrounds the Mediterranean Sea. <i>(Review Yr 3, T5&6)</i> Using knowledge of how to use an atlas and map reading, locate Greece and the Mediterranean Sea on a map of Europe. <i>(Review Yr 3, T2)</i> Know the flag of Greece and listen to the national anthem. http://anthemworld.com/Greece.html Know that Greece is the southernmost country in Europe. Know that it is in the Northern Hemisphere and is nearer the equator than the UK.</p> <p><u>Physical Geography</u></p>



<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Concentrate on environmental regions in Europe</p> <p>Know key physical and human characteristics of locations in Europe</p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Climate Understand that climate is the weather in a location over a long period of time. Know that Greece is warmer than the UK as it is further South and closer to the equator. <i>(Review Yr 3, T3)</i></p> <p>Environment Know that Greece is divided into three geographical regions: the mainland, the islands, and Peloponnese (which is a peninsula of mainland Greece) Know that the mainland has rugged mountains, forests, and lakes. Know that there are thousands of islands dotting the Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west. Using knowledge of how to use an atlas and map reading, locate the Aegean, Ionian and Mediterranean Islands. <i>(Review Yr 3, T2)</i> Know that Greece is famous for these islands and millions of tourists visit them each year. Know that tourists are people who visit a place for pleasure. Know that due to its islands, Greece has the longest coastline in Europe</p> <p>Mountains Know that a mountain is a large landform that rises above the surrounding land. Know that the Pindus Mountain range on the mainland contains one of the world's deepest gorges, Vikos Gorge, which plunges 1,100 meters. Know that Mount Olympus is the highest mountain in Greece at 2,917 meters.</p> <p><u>Human Geography</u> Know that the capital city of Greece is Athens. Know that in Greece people speak Greek. Know that 93% of people follow the Christian religion (many following Greek Orthodox church, a branch of Christianity) . Know that there are over 10 million people living in Greece; this is known as the population. Know that that is significantly less than the 66million people who live in the UK.</p> <p>Economy Know that about 80% of the land in Greece is mountainous. This made it difficult for Ancient Greeks to farm crops or travel overland. However, Greece has around 8500 miles of coastline so they were able to use the sea for transportation. The geography of the land determined the economic activity that developed in the region. Know that the economy of Greece includes the following: Tourism (the rich culture and history of Greece attracts many tourists along with the warm climate) Shipping (largest merchant navy in the world, extensive shipping industry) Mining (marble, aluminium, gold) Agriculture (cotton, pistachio, rice and olive production and a large fishing industry)</p>
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Year 5

<p>Term: Y5 T1</p>	<p>Unit Title: The Amazon Rainforest <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand where the Amazon River and Amazon Rainforest are located and the impact this has on their climate.</i> 2. <i>Understand the human and physical geography of the region, including the structure of the rainforest and human settlements.</i> 3. <i>Understand the impact of deforestation on the environment.</i> <p><i>This unit focuses on the Amazon River and rainforest in South America. It builds on knowledge gained in Year 2, when pupils study Brazil and in Year 3 when pupils study rivers. This unit looks in detail at a rainforest biome, which pupils first become familiar with in Year 1. Pupils will study the impact on the environment from deforestation, this will build on their knowledge of climate change from Year 3 and the water cycle in Year 4. Human impact on the environment will continue to be explored throughout Year 6 when pupils study Russia and the Galapagos Islands.</i></p> <p>End of Unit Outcome: Presentation ‘What are the implications of deforestation and how can people help?’</p>
<p>Key Concepts of the Unit</p>	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location’s proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Resources: <i>Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren’t used sustainably, they will run out. Understand that countries can have other resources that aren’t natural such as wealth and labour.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p> <p>Development: <i>Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i></p>	
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Locate the world’s countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities</p>	<p><u>Geography of the Amazon.</u> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. <i>(Review Yr 1, T5)</i> Know the names of the countries in South America – Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay, Venezuela.</p>

<p>Concentrate on environmental regions in South America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</p> <p>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</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America</p>	<p>Using knowledge of how to use an atlas and map reading, locate these countries on a map of South America. <i>(Review Yr 3, T2)</i></p> <p>Know the location of the equator and the Tropics of Cancer and Capricorn. <i>(Review Yr 3, T3)</i></p> <p>Know that these are lines of latitude.</p> <p>Identify Northern and Southern Hemispheres.</p> <p>Know that most of South America is located in the Southern Hemisphere.</p> <p>Know that the Amazon River and the Amazon rainforest are located in South America.</p> <p><u>Physical Geography</u></p> <p>Amazon River</p> <p>Know the five longest rivers in the world: <i>(Review Yr 3, T1)</i></p> <ol style="list-style-type: none"> 1. Nile (6700km) <i>Africa</i> 2. Amazon (6400km) <i>South America</i> 3. Yangtze (6300km) <i>Asia</i> 4. Mississippi-Missouri (6000km) <i>North America</i> 5. Yenisei-Angara-Selenga (5500km) <i>Europe/Asia</i> <p>View aerial photographs of these rivers.</p> <p>Know that the Amazon River is located in South America.</p> <p>Know that the river starts in the Andes Mountains of Peru and travels through Ecuador, Colombia, Venezuela, Bolivia, and Brazil before emptying into the Atlantic Ocean.</p> <p>Understand that the Amazon River is so long, that it flows through completely different environments and landscapes on its journey to the sea.</p> <p>Understand that the Amazon River flows through the Amazon Rainforest.</p> <p>Using knowledge of how to use an atlas and map reading, plot the Amazon River on a map. <i>(Review Yr 3, T2)</i></p> <p>Amazon Rainforest</p> <p>Understand that a tropical rainforest is a kind of biome. <i>(Review Yr1, T6)</i></p> <p>Understand that the world is made up of different biomes.</p> <p>Know that a biome is a large area of the earth that has its own environment.</p> <p>Know that animals, plants, physical features and climate together make the environment.</p> <p>Know that there are lots of different biomes in the world.</p> <p>Understand that different biomes have different plants and animals, which are suited to living in their environment</p> <p>Understand that tropical rainforests are located along the equator, due to the amount of sunshine and rainfall these areas have.</p> <p>Understand the Amazon Rainforest is located in the north of South America, along the equator.</p> <p>Know that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana.</p> <p>Know that the majority of the Amazon Rainforest is located within Brazil.</p> <p>Know that rainforests also exist in: North America, Africa, Asia and Oceania following the equator.</p> <p>Know that tropical rainforest biomes contain more species of animals and plants than any other biome.</p> <p>Understand that tropical rainforests have a hot and wet climate all year round.</p> <p>Know that climate refers to ‘the weather conditions in an area over a long period of time.’</p> <p>Know that rainforests are wet and are home to half of the world’s plants and animals. <i>(Review Yr1, T6)</i></p> <p>Know that plants and trees in rainforests grow in layers.</p>
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Know that different animals live in different layers.
 Know the features of the layers of rainforest:

<u>Layer</u>	<u>Features</u>	<u>Animals</u>
Emergent Layer	This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.	Only a few animals live in this layer, most of which are birds - they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws.
Canopy	The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spread their branches out to catch most of the sunlight and rain. There is plenty of food and shelter in this layer.	The canopy is home to most of the animals and plants of the rainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.
The Understorey	The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.	Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.
Forest Floor	The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim and shady layer. The lack of sunlight means fewer plants grow here.	Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.

Human Geography

Settlement

Understand that settlements are places where people live and sometimes work. Understand that there are different types of settlement, depending on how many people live and work there. *(Review Yr 1, T1)*

Understand that within the Amazon rainforest, there are different types of settlement.

Understand that there are **developed** areas with a few cities and towns, where there is a high population.

Understand that people living outside of the cities and towns, live in undeveloped, small settlements within the rainforest.

Understand that many of these settlements are **nomadic**, meaning that people move around and don't stay in one area for too long.

Understand that tribes living in the rainforest often use the **natural resources** in an area and when they have run out, they move their settlement to a new area with more resources.

Compare these two types of settlements within the Amazon Rainforest and the impact that might have on way of life:

	Manaus	Yanomami Tribe Settlement
Type:	City	Small Settlement
Population:	Around 1.8 million people	Around 38,000 people

Location:	North-western Brazil	Mountains of Northern Brazil
Houses:	Some people live in wooden houses. These houses are built on stilts, to avoid flooding from the Amazon River. Other people live in modern flats and buildings.	They live in large circular communal houses called yanos or shabonos. Some of them have up to 400 people living in them. They use a central area of feasts, ceremonies and games.
Food:	People buy food from shops to eat.	Men hunt for game like peccary, tapir, deer and monkey. No hunter ever eats the meat that he has killed. Instead, he shares it out among friends and family. In return, he will be given meat by another hunter. Women tend to crops and collect nuts to eat.
Transport:	People travel on roads by car and bus or on the river by boat.	There are no roads, people travel on foot.
Work:	People have jobs to pay for their houses and food.	People don't have jobs; they complete tasks needed by their community. Everyone shares their food and housing.
Photos:	(Image removed)	(Image removed)
	(Image removed)	(Image removed)

Trade and Economy

Understand the term '**economy**' as 'the system of money, jobs and trade within a country or region'.

Know that the South American economy consists primarily of **agriculture, forestry, industry and mining**.

Know the range of **agricultural** products that we use from the South American continent including: coffee, soybeans, wheat, rice, corn, sugarcane, cocoa, citrus, beef, bananas and shrimp.

Deforestation

Understand the term '**deforestation**' as 'the action of clearing a large area of trees'.

Understand that forests are cut down for two reasons:

1. So that the wood from trees can be sold, as it is a valuable natural resource.

The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel.

2. To clear land for farming.

Cattle grazing: this provides meat for restaurants and supermarkets.

Crops: such as sugar cane and palm oil.

	<p>Know that every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this rate continues, there will be no rainforests in 100 years.</p> <p>Understand the impact of deforestation including:</p> <p>Lack of biodiversity: The number of different species becomes smaller.</p> <p>Soil erosion: Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.</p> <p>Climate change: Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming. <i>(Review Yr 3, T3)</i></p> <p>Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain. <i>(Review Yr 4, T5)</i></p> <p>Habitat loss: Animals and plants lose their home so some may become endangered or extinct.</p> <p><u>Conservation and Sustainability</u></p> <p>Understand that it is important that humans act to save the rainforest.</p> <p>Understand that we can help protect the rainforest in a number of ways:</p> <ol style="list-style-type: none"> 1. Planting new trees in locations where the forest has been cut down. 2. Create protected parks within the rainforest, to stop the tree from being cut down in those areas. <p>Understand that there are ways in which everyone can help protect the rainforest:</p> <ol style="list-style-type: none"> 1. Buying Fair Trade products as these will ensure that the rainforest was not damaged in the making of the product. 2. Don't buy products containing palm oil, as this is one of the items grown in deforestation areas.
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Term: Y5 T2	NO GEOGRAPHY THIS HALF TERM
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Term: Y5 T3	<p>Unit Title: Central America and Mexico</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Understand where Central America and Mexico are located and know the physical and human features of the region. 2. Know where Mayan settlements were located and how Mayans traded their goods. <p><i>The unit is the second unit focusing on North America, in Year 4 pupils will have studied California. In this unit pupils will have the opportunity to revisit previous knowledge in a new context. They will study the Biomes present in these regions. They will learn about the impact of tectonic plate movements, deepening their understanding of earthquakes studied in Year 4 and briefly studying the causes of volcanoes, which is a precursor to their final unit in Year 5 where they will study natural disasters. In this unit, pupils will also study the geography of the ancient Mayan settlements, which supports their learning in history.</i></p> <p>End of Unit Outcome: Explain how the physical features of the environment led to Mayan settlements.</p>
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Key Concepts of the Unit	
<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p>	
<p>Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</p>	

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

Resources: Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealth and labour.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop

Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.

Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.

Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.

NC Objectives	Key Knowledge and Vocabulary
<p>Locate the world's countries, using maps to focus on North America</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Understand that Central America and Mexico are located in south North America.</p> <p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Know that North America is a continent made up of 23 countries.</p> <p>Using knowledge of how to use an atlas and map reading, identify North America on a map of the world. <i>(Review Yr 3, T2)</i></p> <p>Know that Central America is the name given to a collection of countries in North America: Panama, Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, and Belize</p> <p>Know that Mexico is a country in North America.</p> <p>Using knowledge of how to use an atlas and map reading, identify these countries on a map of the world. <i>(Review Yr 3, T2)</i></p> <p>Know that there are five oceans and identify them on a map of the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</p> <p>Understand that Mexico and Central America have the Pacific Ocean to the West and the Atlantic Ocean to the East.</p> <p><u>Physical Features</u></p> <p>Climate:</p> <p>Know that Mexico and Central America are located near to the Equator, which influences their climate.</p> <p>Know that Central America and Mexico have an overall humid, tropical climate with distinct dry and rainy seasons throughout the region.</p> <p>Biomes:</p> <p>Know that Mexico and Central America are made up of tropical rainforest and desert biomes. <i>(Review Yr 1, T6; Yr 4, T1; Yr5, T1)</i></p> <p>Rainforest: Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.</p> <p>Desert: these biomes are also near the Equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.</p>

Ring of Fire:

Know that Mexico and Central America are located on the 'Ring of Fire'.

Understand that the 'Ring of Fire' is a horseshoe-shaped line around the edge of the Pacific Ocean which is home to around 75% of the world's volcanoes and 90% of the world's earthquakes.

Understand that the Earth is made up of different layers. *(Review Yr4, T1)*

(Image removed)

Know that the **crust** is made up of different pieces, called **plates**.

Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.

Know that the edges of plates, where two plates meet, are called **fault lines** or faults.

Understand that the 'Ring of Fire' is located along a fault line.

Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or **earthquakes**.

Know that earthquakes are a violent jolt that shakes the land.

Understand that a **volcano** is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.

Understand that the openings in the earth's crust are along fault lines, where the different plates meet.

Farming

Know that Mexico and Central America are excellent locations for growing crops.

Know that volcanoes create fertile soil, which helps crops to grow.

Know that the combination of fertile, volcanic soil and the warm, tropical climate creates the perfect conditions for growing crops such as: coffee and bananas.

Know that farming can have a negative impact on the local environment. *(Review: Yr 5, T1)*

Know that in desert regions farm animals are eating all the grass and shrubs, which is destroying the habitats of the wild animals.

Know that rainforests have been chopped down, to make room to grow crops.

Know that, although farming has negative implications for the environment, many poor people are reliant on farming for their livelihoods. Governments in Mexico and Central America are trying to support people to farm in a way which will protect the land.

Human Features

Language

Know that most of the countries in Mexico and Central America speak Spanish.

Know that Spanish is a language which comes from Spain, Europe.

Understand that it is widely spoken in Mexico and Central America as lots of Spanish people settled there.

Population

Understand that most of the populations of Mexico and Central America are located within the cities.

Know that **Mexico City**, Mexico has the largest population of any City in North America.

Know that Mexico City has a population of around 9million people.

Panama Canal

	<p>Understand that canals are man-made rivers used to transport items. <i>(Review: Yr 2, T1)</i></p> <p>Know that the Panama Canal goes the entire width of the country of Panama.</p> <p>Understand that the purpose of the canal is to connect the Atlantic and Pacific Oceans.</p> <p>Know that the Panama Canal saves ships from sailing 6500km around South America, to get to one ocean from the other.</p> <p><u>Ancient Mayan Settlements</u></p> <p>Understand that the Mayans lived on the continent of North America.</p> <p>Know that the Mayan civilisation spanned over several North American countries: Mexico, Belize, Guatemala, Honduras and El Salvador.</p> <p>Know the locations of and plot these Mayan cities on a map: Chichen Itza, Tikal.</p> <p>Know that Mayan towns and cities developed as travellers settled where food and water were plentiful.</p> <p>Know that water was needed for drinking and a source of food from the fish living in the rivers, so early settlements often occurred near sources of food and water.</p> <p>Know that there were many volcanoes in this area which provide very fertile soil for growing crops.</p> <p>Understand that these natural resources are still used in modern day.</p> <p>Understand that settlements change over time, depending on the needs of people.</p> <p>Know that in Mayan times settlements were basic with: huts, temples and monuments.</p> <p>Know that in Mayan times, settlements developed in areas with natural resources that were beneficial to farming.</p> <p>Know that in Mayan times land was used to farm crops.</p> <p>Understand that today, settlements have developed to include a range of infrastructures which humans require.</p> <p>Know that in Central America today there are many towns and cities, with roads connecting them.</p> <p>Know that fertile land is still used for farming today, as farming is a key industry in Central America.</p> <p>Trade</p> <p>Know that Trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries.</p> <p>Know that the Mayans traded amongst themselves because each city state did not have all the resources necessary for everyday life.</p> <p>Know that they traded scraps of gold and copper metals and they bought and sold finished crafts such as jewellery, clothing, weapons and tools.</p> <p>Understand that Mayans traded between cities trekking through the forests to reach their destination.</p> <p>Know that Mayans began to make paved paths through some parts of the forest to make trade easier.</p> <p>Know that any goods were exported to Mexico where the Aztec people had settled.</p> <p>Know that the sea was the easiest way for Maya traders to transport goods - they travelled in large wooden canoes around the coast.</p> <p>Understand that the Maya didn't have currency such as coins and banknotes like we do, so swapped one thing for another or sometimes used cocoa beans like money as they were valuable.</p> <p>Understand that in modern day, people living in these regions still trade goods.</p> <p>Understand that they utilize the fertile soil to grow crops, which they sell to the wider world.</p> <p>Understand that we still use trade in modern day, although it has become more sophisticated and goods are sold for money.</p>
<p>Term: Y5 T4</p>	<p>Unit Title: North West England</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand where Oldham is located within the UK.</i> 2. <i>Understand the impact the industrial revolution had on the environment of Oldham.</i>

	<p><i>In this unit pupils will build on knowledge from Year 2 as they learn about the location of Oldham. In History, pupils will be studying the Industrial Revolution - focusing on Oldham. In this geography unit, pupils will learn about the impact the Industrial Revolution had on the geography of Oldham and they will compare how Oldham has changed over time.</i></p> <p>End of Unit Outcome: Explain how Oldham has changed prior to the industrial revolution, during the industrial revolution and in modern day.</p>
Key Concepts of the Unit	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p> <p>Development: <i>Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</i></p>	
NC Objectives	Key Knowledge and Vocabulary
Name and locate counties in the United Kingdom	<p><u>Location of Oldham</u> Know that 4 countries make up the UK.<i>(Review Y2, T3)</i> Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p>
Name and locate cities in the United Kingdom	<p>Know that we live in England, which is a country in the UK Understand that England is split up into counties. <i>(Review Yr 2, T1)</i> Understand that a county is an area of the UK which is made up of different settlements - hamlets, villages, towns and cities. <i>(Review Yr1, T1)</i></p>
Identifying human and physical characteristics within the UK	<p>Understand that each county has its own council, which is responsible for services such as: education, transport and policing. Know that there are 48 counties in England.</p>
Know key topographical features (including hills, mountains, coasts and rivers) within the UK Human geography, including types of settlement and land use	<p>Know that in the North-West of England, the counties are: Cheshire, Merseyside, Greater Manchester, Lancashire and Cumbria. Know where these counties are located on a map of the UK. Know that Oldham is located within the county of Greater Manchester. Know that there are 10 'boroughs' within Greater Manchester: Bury, Rochdale, Oldham, Tameside, Stockport, Manchester, Trafford, Salford, Wigan and Bolton. Using knowledge of how to use an atlas and map reading, locate Oldham on a map of England. <i>(Review Yr 3, T2)</i> Know that Oldham is situated near The Pennines. Understand that The Pennines are a range of hills and mountains that separate North-West England from West Yorkshire. Understand that West Yorkshire is a county.</p>
Physical geography, including mountains	
Physical geography, including biomes and vegetation belts	<p><u>Development of Oldham</u> Understand that the settlement of Oldham has changed over time. Understand that from 865 to the 1800s Oldham was a collection of small settlements. Know that during the 1800s Oldham became one of the fastest growing towns in the UK, due to its cotton spinning and milling industry.</p>

Physical geography, including climate zones

Name and locate geographical regions of the United Kingdom

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Understand land-use patterns within the **UK**

Understand that this time was called the Industrial Revolution and it was a time when large factories began to be built which took advantage of new machines that could make products on a large scale.

Know that during this time roads and canals were built around Greater Manchester to transport goods.

Know that Oldham was once known as the 'Cotton Spinning Capital of the World' and 1911, there were over 360 mills, operating night and day.

Know that Canals were used to transport cotton in and out of the town.

Understand that the Industrial Revolution changed Britain from a land of small towns, villages and farms into a land of cities, large towns and factories.

Know that Oldham's location near The Pennines was a contributing factor in the development of cotton mills, due to fast flowing rivers that travelled down The Pennines and the damp air. The damp air meant that the cotton threads were less likely to snap. The rivers were used to turn water wheels to make power for the mill.

Understand how Oldham has changed over time:

	<u>Prior to the Industrial Revolution</u>	<u>During the Industrial Revolution</u>	<u>Modern Day</u>
<u>Population</u>	1714 - 2,000 people	During the industrial revolution the population of Oldham increased massively. 1801 - 12,000 people 1901 - 137,000 people Many people moved to Oldham to work in the factories.	2020 - 236 155 people
<u>Settlements</u>	Collections of small settlements, such as hamlets and villages.	Terraced houses were built quickly for people to live in, near the factories they worked. This led to the development of Oldham to become a town. As the population grew, so did the need for other facilities such as: small shops, churches and schools.	In modern day Oldham is a large town. Due to its high population, there are many different types of housing in Oldham. Oldham now has a wide range of buildings and facilities such as: schools, shops, restaurants, cinemas, churches, mosques.
<u>Environment</u>	Lots of green space. Large expanses of countryside. Very few buildings or roads. Rivers and streams.	Canals and roads were built to transport cotton. Lots of the fields and greenspace were destroyed as factories and housing were built on them.	Most Oldham is developed. Lots of roads and a motorway. In the centre of Oldham, fields and countryside have been lost.
<u>Images</u>	(Image removed)	(Image removed)	(Image removed)



Oldham from Glodwick by James Howe Carse (1831) depicts the early skyline and industrial activities of Oldham. All the green space is now urbanised (built upon).

Term: Y5 T5

NO GEOGRAPHY THIS HALF TERM

Term: Y5 T6

Unit Title: Natural Disasters

The aim of this unit is for pupils to:

- 1. Know the structure of the earth and how this contributes to natural disasters such as: volcanoes, earthquakes and tsunamis.*
- 2. Understand how volcanoes, earthquakes and tsunamis occur and the impact they have.*
- 3. Know an overview of other natural disasters.*

In this unit pupils will review the structure of the earth and tectonic plate movements, which they studied previously in Year 4. They will study the causes of volcanoes, building on from work in Year 3, and the positive and negative impacts that volcanoes have on the environment. This will be vital in preparation for Year 6 where pupils will study the Galapagos Islands, which were formed by volcanoes. In this unit, pupils will also study how earthquakes and tsunamis are formed, reviewing their knowledge of earthquakes from Year 4. They will look at the impact of these and other natural disasters on the environment.

End of Unit Outcome: Write a report about natural disasters.

Key Concepts of the Unit

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Volcanoes: Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Understand that volcanic eruptions can have both positive and negative implications. Understand that volcanic eruptions can impact on the physical geography of an environment.

Fertile: Understand that land or soil that is fertile is able to support the growth of a large number of strong healthy plants. Understand that plants and animals thrive in areas with fertile soil. Understand that fertile soil can be the result of volcanoes and rivers.

NC Objectives	Key Knowledge and Vocabulary
<p>Physical geography, including volcanoes and earthquakes</p> <p>Human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>Human geography, including types of settlement and land use</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>The Structure of the Earth</u> (Review Yr 4, T1)</p> <p>Know the structure of the Earth - crust, mantle, outer core and inner core.</p> <p>Know that the crust is a layer of rock around the Earth.</p> <p>Know that the mantle forms about half of the Earth</p> <p>Know that the upper mantle is hard but there is magma (liquid rock) beneath.</p> <p>Know that the core is mostly made of iron.</p> <p>Know that temperatures at the core can reach 5500°C</p> <p><u>Tectonic Plates</u> (Review Yr 4, T1)</p> <p>Know that the earth's crust is made up of different pieces, called tectonic plates.</p> <p>Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.</p> <p>Know that the edges of plates, where two plates meet, are called fault lines or faults.</p> <p>Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes.</p> <p>Understand that faults can rub together, push toward each other, or pull away from each other.</p> <p><u>Volcanoes</u> (Review: Yr5, T3)</p> <p>Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.</p> <p>Understand that the openings in the earth's crust are along fault lines, where the different plates meet.</p> <p>Know that volcanoes form when magma reaches the Earth's surface, causing eruptions of lava and ash.</p> <p>Know that lava is what we call magma when it is above ground.</p> <p>Know that as lava cools it forms solid rock.</p> <p>Know the causes of a volcanoes:</p> <ol style="list-style-type: none"> 1. Magma rises through cracks or weaknesses in the Earth's crust. 2. Pressure builds up inside the Earth. 3. 4. When this pressure is released, magma explodes to the surface causing a volcanic eruption. 5. Over time, after several eruptions, the rock builds up and a volcano forms. <p>Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'</p>

Structure of a Volcano

Know the structure of a volcano including **magma chamber, main vent, secondary vent, secondary cone, crater.**

Know how to label a diagram of a volcano.

Know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean)

Classifying Volcanoes

Know that volcanoes can be described in terms of activity and can be:

Active - A volcano that has erupted recently and is likely to erupt again.

Dormant - A volcano that has not erupted for a long time, however, it may still erupt in the future.

Extinct - A volcano that erupted thousands of years ago and will probably never erupt again.

Positive and Negative Effects

Know that volcanic eruptions can have a **devastating effect** on people and the environment.

However, volcanoes can also have a **positive impact** on an area. These positive impacts can help to explain why people choose to live near volcanoes.

Positive	Negative
The dramatic scenery created by volcanic eruptions attracts tourists. This brings income to an area.	Many lives can be lost as a result of a volcanic eruption. Human and natural landscapes can be destroyed and changed forever
The lava and ash deposited during an eruption breaks down to provide valuable nutrients for the soil. This creates very fertile soil which is good for agriculture.	If the ash and mud from a volcanic eruption mix with rain water or melting snow, fast moving mudflows are created. These can be dangerous.
When volcanoes erupt underwater, islands can form which otherwise wouldn't have existed. E.g. The Galapagos Islands, Hawaii	Gases released from volcanoes can suffocate animals and people.

Mount Etna Study.

Know that there are 3 active volcanoes in Italy: *(Review Yr 3, T5&6)*

1. **Mount Etna** (which is the tallest active volcano in Europe)
2. **Mount Vesuvius**
3. Mount Stromboli

Understand that active means they have had at least one eruption during the past 10,000 years.

Know that Mount Etna is located in **Sicily** and is one of the largest volcanoes on Earth.

Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map. *(Review Yr 3, T2)*

Know that there were large eruptions in 1669, 1971, 2017.

Know that about a quarter of the **population** of Sicily live near Etna.

Know that this is because the soil is very **fertile** as a result of the volcanic activity and this ensures good conditions for growing **citrus fruit**, such as lemons and limes.

Know that many people from around the world come to see Mount Etna bringing money into the economy. This is an example of **tourism**.

Know that the people living near Etna look for **warning signs** such as an increase in temperature near the volcano, an increase in gas being released or a change in the shape of the volcano.

Know that when an eruption is expected sometimes people are **evacuated** from their homes.

Earthquakes *(Review Yr 4, T1)*

Know that **earthquakes** are a violent jolt that shakes the land.

Understand that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors or earthquakes.

Know that earthquakes are measured on the **Richter Scale**.

Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.

Understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens.

Know that many earthquakes are very small and unnoticeable.

Know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.

Understand that occasionally stronger earthquakes happen and these can be very dangerous.

Know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.

Understand that the place directly above the ground where the earthquake starts is called the **epicentre**.

Understand that the further you are away from the epicentre, the less you feel the earthquake.

Tsunami

Know that **Tsunami** is a Japanese word which means 'harbour wave'.

Know that a tsunami is a large sea wave caused by a large volume of water, being moved.

Know that they are often caused by earthquakes happening under the ocean.

Know that a tsunami looks like a very large wave.

Understand a tsunami flows onto the land in large waves, causing destruction and flooding.

Overview of other natural disasters

Know that an **avalanche** is a large mass of snow that falls down the side of a mountain.

Know that **floods** are a large amount of water covers an area which is usually dry, for example when a river flows over its banks

Know that **forest fires** are large, uncontrolled fires in a forest or wooded area

Know that **hurricanes** are an extremely violent wind or storm

Know that a **tornado** is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.

Study photos and videos of these phenomena.

Year 6

<p>Term: Y6 T1</p>	<p>Unit Title: National Parks</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Understand what a National Park is, where they are located and some features of the UK's National Parks. 2. Understand the physical and human features of the Lake District and Pembrokeshire National Parks. 3. Compare two National Parks: Lake District and Pembrokeshire. 4. Understand the impact of tourism in our National Parks and how sustainable tourism can help protect these environments. <p><i>Throughout this unit, pupils will study National Parks in the UK. This extended their learning from Year 2, where they studied the Lake District. In this unit pupils will be given an overview of all the National Parks in the UK, before focusing on the Lake District and Pembrokeshire Coast. Pupils will compare these two contrasting National Parks. Pupils will also look at the positive and negative implications of tourism and how sustainable tourism can help to protect the environment. This is a precursor to their work on the Galapagos Islands at the end of Year 6.</i></p> <p>End of Unit Outcome: discussion - Is tourism beneficial for the UK's National Parks?</p>
<p>Key Concepts of the Unit</p>	
<p>Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants, and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
	<p><u>Geography of UK</u></p> <p>Know that we live in England, which is a country in the UK. <i>(Review Yr 2, T3)</i></p> <p>Know that the UK is located in the continent of Europe.</p> <p>Know that 4 countries make up the UK.</p> <p>Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p> <p>Know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p>Understand that some maps contain varying colours to show high and low areas of land. <i>(Review Yr 3, T2)</i></p> <p>Understand that areas of different heights are also shown using different colours - a key is used to show how high the land is.</p> <p>Understand the topographical map of the UK.</p> <p>Know that the topography of an area impacts on its landscape and environment.</p> <p>Understand that many areas of: Scotland, Wales, Northern and Western England have areas of high elevation - understand that these areas are mountainous.</p> <p>Understand that the South and West of England are areas of low elevation, meaning they are flatter areas of lowland.</p>

Understand that in the UK we have 15 National Parks.
 Know that a National Park is a protected area because of its wildlife, beautiful countryside or cultural heritage.
 Know National Parks, such as the Lake District National Park, welcome visitors so that everyone can enjoy these areas of natural beauty.
 Know that there are 10 national parks in England, 3 in Wales and 2 in Scotland.
 Know where the National Parks are located on a map of the UK.
 Know some features of National Parks in the UK.

High Elevation National Parks			Low Elevation National Parks		
<u>National Park</u>	<u>Location</u>	<u>Features</u>	<u>National Park</u>	<u>Location</u>	<u>Features</u>
Scotland					
Cairngorms	North-East Scotland	UK's largest National Park and UK's highest mountain range. It contains the highest mountain in Scotland and the UK - Ben Nevis.			
Loch Lomond and The Trossachs	North-West Scotland	Lochs, forests and mountain ranges. Home to the largest lake in the UK - Loch Neagh.			
England					
Lake District	North-West England	High mountains and deep glacial lakes. Contains the highest mountain in England - Scafell Pike.	New Forest	South England	Woodlands, wild heathlands and roaming ponies.
Northumberland	North-East England	Wide open moorland, covered in purple heather. It contains a famous monument: Hadrian's Wall	South Downs	South England	White cliffs, rolling green and gold hills, ancient woodland and lowland heaths.
North York Moors	North-East England	Wide open moorland, covered in purple heather with a coastline along the North Sea.	The Broads	South-East England	UK's waterland National Park with over 200km of waterways, over a quarter of the UK's rarest wildlife.

Peak District	Central England	A contrasting landscape made up of rugged, rocky moorlands and grassy limestone dales.			
Yorkshire Dales	North England	Heather-covered hills and rolling green valleys.			
Dartmoor	South-West England	Wild open moorlands, iconic granite tors. Heather-covered moors, wooded valleys and many rivers			
Exmoor	South-West England	Expansive moorlands, woodland valleys, rolling hills and dramatic coastline.			
<u>Wales</u>					
Brecon Beacons	South Wales Inland	Mountain ranges, hills and valleys.	Pembrokeshire Coast	South Wales	Limestone cliffs, golden beaches and hilly volcanic headlands. UK's only fully coastal National Park.
Snowdonia	North Wales Inland	Mountain ranges, hills and valleys. It contains the highest mountain in Wales - Mount Snowdon.			

The Lake District (Review Yr 2, T1)

Understand that in the Lake District is located in the North West of England in a county called Cumbria.

The Lake District National Park is England's largest and covers 2362 square kilometres.

Understand that the Lake District is made up of lots of mountains and lakes.

Know the Lake District also includes 26 miles of coastline and estuaries

Physical Features

Mountains:

Know that the environment in the Lake District is very mountainous and is famous for its mountains.

Know that the Lake District is home to the highest mountain in England - **Scafell Pike**.

Lakes:

Know that the Lake District has over fourteen lakes.

Know that Lake District's volcanic rock does not allow water to seep away.
Understand that high rainfall, combined with the extra deep glacial valleys, means that the valleys are able to store large volumes of water.
Know that the Lake District contains the location in England which has the most rain: Seathwaite.
Know that in Seathwaite the average annual rainfall is 3552mm (355.2cm or 3.5m)
Know that this creates the large lakes.

Know that the Lake District is home to:

- the deepest lake in England - **Wastwater**
- the largest lake in England - **Lake Windermere**

Woodland:

Understand that there are many wooded areas in the lake district.
Know that woodlands are areas with many trees.
Know that the woodlands provide habitats for native English wildlife.

Wildlife:

Know that the red squirrel is an endangered animal which can be found in the Lake District.
Know that the Lake District National Park is also home to other rare wildlife including: red deer, the Peregrine falcon, Arctic Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys.

Climate Change:

Understand that due to climate change the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.

(Review Yr 3, T3)

Understand that due to this, the Lake District has recently faced some extreme weather.

Understand that the extreme weather can damage the local environment:

- damage to woodland during stormy weather, affecting woodland habitats
- certain species of plants may not survive due to the changing weather
- drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere
- falling water levels in the lakes during the warmer months.
- In the heavy rains of November 2009, Windermere Lake rose 157cm.

Human Features

Tourism:

Know that in the Lake District, **tourism** is very important - they have over 16 million visitors every year who come to walk, cycle, run, boat or just to look at the amazing scenery.

Understand that tourism is the main source of income for Lake District economy

Know that tourism brings great benefits to the area: visitors spend money on accommodation, food, drink and leisure activities and indirectly support other businesses such as wholesalers and the building trade.

Communities:

Know that around 40,000 people live within the boundaries of the National Park.

Those who live in the Lake District National Park, and call it their permanent home, face challenges too:

1. Locals whose incomes are directly linked to tourism, such as hotel owners, rely on visitors coming to the park throughout the year.
2. During the busier summer months, parking can become an issue for many local people.
3. As the Lake District National Park is such a beautiful place, people want to buy holiday homes here. However, this pushes the house prices up in the area, making it very difficult for local people to own their own property.
4. Currently around 15% of the homes in the Lake District are holiday homes. This means that many houses aren't occupied for most of the year, having a negative impact on local shops and businesses.

Pembrokeshire

Know that Pembrokeshire is located in South Wales.

Know that it is the UK's only fully coastal National Park.

Know that the Pembrokeshire Coast is one of the smallest of the UK's National Parks

Physical Features

Coast:

Know that Pembrokeshire is home to beautiful beaches, cliffs, harbours and coves.

Know that the length of the Pembrokeshire coastline is 420km.

Know that there is a 300km coast path, which people can walk along.

Know that Pembrokeshire is home to more Blue Flag beaches than any other county in the country.

Wildlife:

Know that the Pembrokeshire Coast is unspoiled and untouched by modern living and farming, so it provides an ideal home to many native species that have disappeared from other parts of the UK.

Know that rare birds such as choughs, skylarks and the stonechat choose the coastal heathland to make their home.

Know that bats and many bird species hunt along the lines of twisting hedgerows as they are rich with wildflowers.

Know that Atlantic grey seals give birth on the shores and dolphins and porpoises play in the water. .

Know that some animals visit the Pembrokeshire Coast at certain times of the year: basking sharks, orcas, blue sharks, sunfish, various jellyfish, turtles and Risso's dolphins.

Human Features

Tourism:

Know that Pembrokeshire is a popular destination for tourists. They are attracted by the unspoiled scenery, beautiful landscape and abundant wildlife.

Know that tourists enjoy a range of activities in Pembrokeshire such as: relaxing sandy beaches, kayak up the Daugleddau Estuary or go coasteering along the rugged coastline. Other visitors take pleasure from conquering the Pembrokeshire Coast Path National Trail or from seeing an elusive bird or animal.

Know that visitors are of great benefit to Pembrokeshire and tourism is an important part of the local economy. The money they spend can help protect and enhance the scenery and wildlife of the area, while jobs are created to cater for visitors' needs.

Communities:

Know that around 22,000 people live within the Pembrokeshire National Park.

Comparing the Lake District and Pembrokeshire

	<u>Lake District</u>	<u>Pembrokeshire</u>
<u>Size</u>	The largest National Park	One of the smallest of the UK's National Parks
<u>Landscape</u>	Mountains, lakes and woodlands	Beaches, coastal paths and rivers
<u>Wildlife</u>	Red squirrels, red deer, the Peregrine falcon, Arctic Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys.	Rare birds such as choughs, skylarks and the stonechat. Bats, Atlantic grey seals, dolphins, porpoises, basking sharks, orcas, blue sharks, sunfish, various jellyfish, turtles and Risso's dolphins.

Tourism in National Parks:

Understand that National Parks attract many tourists each year.

Understand that there can be both positive and negative impacts of tourism.

Positive	Negative
<p>Tourists spend money which supports local shops and businesses.</p> <p>The improved transport services for the tourists also benefits the locals.</p> <p>Some of the money made from tourism can go back into conserving the National Park.</p> <p>Jobs are created for local people.</p>	<p>Increased litter and pollution can occur.</p> <p>Traffic congestion is common at holiday time.</p> <p>Footpath erosion is caused by high numbers of tourists</p> <p>Local environments and habitats can be damaged by high numbers of visitors.</p> <p>Work within the tourist industry is seasonal.</p>

Sustainable Tourism:

Understand that the National Parks are trying to encourage tourism that will have less of an impact on the environment, this is called **sustainable tourism**.

Know that in the National Parks, people are encouraged to think carefully about their visits and the impact this could have on the local environments.

Understand that there are ways in which we can all support sustainable tourism:

1. Learning about the people and the culture of the place being visited.
2. Being environmentally friendly while on holiday.
3. Supporting a local charity while on holiday.

Term: Y6 T2

NO GEOGRAPHY THIS HALF TERM

<p>Term: Y6 T3</p>	<p>Unit Title: Russia <i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Understand time zones. 2. Understand the human and physical geography of Russia. 3. Understand renewable and non-renewable energy resources. 4. Understand the Chernobyl disaster and the long-term implications of it. <p><i>In this unit, pupils will understand how time zones across the world work. This will link to their Science lessons, where pupils will be learning about Earth's rotation. Pupils will study Russia: its human and physical features. They will learn about the different biomes in Russia and the animals which live in these habitats. The main focus of this unit will be on energy resources. Pupils will study renewable and non-renewable energy, along with studying the Chernobyl disaster and the implications of nuclear power points.</i></p> <p>End of Unit Outcome: Debate - The positives and negatives of using nuclear energy</p>
<p>Key Concepts of the Unit</p>	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Resources: <i>Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealth and labour.</i></p> <p>Development: <i>Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i></p>	
<p>NC Objectives</p>	<p>Key Knowledge and Vocabulary</p>
<p>Physical geography, including climate zones</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and</p>	<p><u>Time Zones</u></p> <p>Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude.</p> <p>Understand that the Equator is a line of latitude.</p> <p>Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</p> <p>Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</p> <p>Know that the Prime Meridian is a line of longitude, which runs through London.</p> <p>Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere.</p> <p>Know that anything west of the Prime Meridian is in the Western Hemisphere.</p>

time zones (including day and night)

Identify the position and significance of Northern Hemisphere and Southern Hemisphere

Know that there are **24** different **time zones** across the world. Know that this is because of the Earth's **rotation**, which means that it is day time in some countries, whilst it is night time in others.

Know that time is set from the **Prime Meridian** which is in **Greenwich, London**.

Know that the time measured in Greenwich is called **Greenwich Mean Time** and all other time zones are measured **east** or **west** from this point.

Know that if you move east from the **Prime Meridian** you will be ahead of Greenwich Mean Time and if you move west, you will be behind Greenwich Mean Time.

Know that each time zone changes by +/- one hour, from the previous time zone.

Know that Greenwich Mean Time is abbreviated to **GMT** and time is often written as **GMT+/- hours**.

Know that New York is GMT -5h and Dubai is GMT +4h.

Know that because the Earth is **spherical**, eventually the east and west time zones meet each other.

Understand that where they meet is called the **International Date Line**.

Know that when you cross it moving east you **subtract** a day and when you cross it moving west you **add** a day.

Know that the International Date Line is located in the **Pacific Ocean**.

Know that Russia is so vast, it spans across 11 time zones.

Where is Russia?

Know that Russia is quite unusual in that its land mass is so big that it spans two continents: **Europe and Asia**.

Know that Moscow is the capital city of Russia.

Know that Russia has coastlines along the Arctic Ocean and the Pacific Ocean.

Know that the longest river in Russia is the Ob River (world's seventh-longest river)

Know that there is a Mountain Range through Russia: Ural Mountains

Know that the surrounding countries are: Belarus, China, Finland, Ukraine.

Using knowledge of how to use an atlas and map reading, plot these locations and features on a map. *(Review Yr 3, T2)*

Know the Russian Flag.



Know that over 115 million people live in Russia compared to 66 million in the UK.

Know that about three-quarters of Russians live in cities. The capital, Moscow, is Russia's largest city by far with St. Petersburg being the second largest.

Physical Features of Russia

Biomes:

Understand that the world is made up of different **biomes**. *(Review Yr 1, T6)*

Know that a biome is a large area of the earth that has its own environment.

Know that animals, plants, physical features and climate together make the **environment**.

Know that there are lots of different biomes in the world.

Understand that due to its size, Russia contains four different biomes.

Tundra	Tundra is a biome where the ground stays frozen for most of the year and there is very little precipitation (rain, hail or snow) In the tundra, winters are long and summers are short. During the winter temperatures are usually below freezing and the ground is covered with snow and ice. The plants of the tundra include fungus, grasses and shrubs growing low to the ground to be protected from the wind and the cold. Animals such as the arctic fox, polar bear and snowy owl can all be found within the tundra.
Desert	Deserts are very dry, desolate areas of land with little or no vegetation. Not much wildlife lives in the Chara Desert though foxes, rodents and even bears can be found there (the bears don't live in the desert but can wander across it, searching for food). The Chara Sands is a small semi-desert in Russia that is unique as it is surrounded by lakes and mountains.
Forest	The forests consist of mainly deciduous trees. The average amount of rainfall in the forest is 30 to 60 inches a year and temperatures are warm enough (10 degrees Celsius) for plenty of plant life. Species include: oak, hornbeam, elm, and hazel. Roe deer, wolves, foxes, and squirrels are common in the forests.
Grassland (Steppe)	Steppe is the Russian word for grasslands. Because the steppe does not receive much rainwater, only short grasses can grow. Apart from near rivers and lakes, trees do not grow in the steppe. The steppe includes many burrowing rodents such as pikas, and larger mammals such as antelope.

Wildlife

Know that as Russia is so huge, it is home to a large number of ecosystems and different species.

Know that its forests, grasslands and tundra provide habitat for many rare animals, including Asiatic black bears, snow leopards, polar bears, and small, rabbit-like mammals called pikas.

Know that Russia's most famous animal species is the Siberian tiger, the largest cat in the world.

Energy in Russia

Know that we need energy to power electricity.

Renewable Energy Resources

Know that wind, solar and water energy are often called renewable energy sources because their supply is never-ending. They can be used continually as the supply will never run out. Although this energy is not easy to capture, it is clean, unlike fossil fuels.

Know that there are different types of renewable energy:

- **Wind power:** Wind farms containing many turbines are a common sight in windy places such as mountains and on coastlines. A wind turbine uses the force of wind to spin the blades. The electricity generated by the turbine is carried by cables to nearby towns and cities. Wind is free but there are times when there isn't enough wind to meet demand.
- **Solar power:** Heat from the sun can be trapped by solar panels placed in sunny places such as on roofs. They absorb (take in) heat and use it to heat water. Like wind power, it is 'green' but it can be expensive to set up and not all people like the look of the panels.
- **Water power:** Falling water has a lot of energy, dams can be built across rivers to create a reservoir, or lake. The water is let out of the reservoir to the turbines at the bottom. The further water falls, the more energy it has. Like wind and solar power, water power doesn't pollute the environment but it may disturb water-based animals such as fish.

Know that Russia has great stores of oil and gas, making it a wealthy and powerful country. Russia has recently gained an important role as an 'energy superpower', which influences its relationships with other countries.

Non-renewable Energy Resources:

Know that non-renewable energy comes from sources that will run out.

Know that there are different types of non-renewable energy:

- **Fossil Fuels:** Oil, coal and gas are known as fossil fuels. They are found within the ground and are quite easy to find and transport (usually in large pipes). About three-quarters of the electricity generated in the UK comes from power stations fuelled by fossil fuels. Energy from the burning fuel is used to boil water. The steam turns turbines, and these turn electrical generators. Unfortunately, the use of fossil fuels releases pollution, including carbon dioxide, which is a greenhouse gas and increases global warming. They are classed as non-renewable because eventually, they will run out.
- **Gas and Oil:** Oil is made over millions of years from tiny plants and animals, called plankton. The plankton are trapped under many layers of sand and mud. Over millions of years, the dead animals and plants get buried deeper and deeper. The immense weight of the layers of mud causes the remains to become a liquid, known as crude oil which can be used to power cars. Natural gas is also produced which is often used for cooking.
- **Coal:** Coal is formed from plants, especially trees that become buried in muddy swamps. Over millions of years, more layers of mud form and they press down and the plant matter. Over many years of the plant matter being squashed, it changes into coal, which is burned to produce energy.
- **Nuclear Fuel:** One way of producing electricity is to use nuclear fuel. The main nuclear fuels are uranium and plutonium, which are metals mined from the ground. Russia is one of only 6 countries that has a large supply of uranium and plutonium. In a nuclear power station, the energy released is used to boil water. The steam spins turbines, which then drive generators to produce electricity.
 - a. Advantages: Does not produce carbon dioxide and a very small amount of nuclear fuel produces large amounts of electricity
 - b. Disadvantages: Nuclear fuels are non-renewable energy resources. They will run out one day if we keep on using them. If there is an accident, large amounts of radioactive material could be released into the environment. In addition, nuclear waste remains dangerously radioactive and harmful to health for thousands of years. It must be stored safely.

Chernobyl Disaster

Know that the Chernobyl nuclear disaster happened in Ukraine 1986.

Know that Ukraine borders Russia.

Know that an explosion at the nuclear power station in Chernobyl in Ukraine killed 56 people and released radiation, causing thousands of deaths.

Know that Chernobyl is still heavily contaminated. Forest land of 4 sq km was killed, and fish and animals as far away as Scandinavia and Wales were also affected.

Know that the disaster released at least 100 times more radiation than the atom bombs dropped on Nagasaki and Hiroshima. Much of the fallout was deposited close to Chernobyl, in parts of Belarus, Ukraine and Russia. More than 350,000 people resettled away from these areas, but about 5.5 million remain.

Know that radiation is energy that moves from one place to another. All objects radiate energy and heat, even your own body. Light, sound, heat, and X-rays are examples of radiation. Low levels of radiation are everywhere. The Sun, soil, rocks and even animals all give off low levels of radiation. A nuclear power plant produces a lot of radiation - but it is usually contained safely within the reactor.

Know that radiation damages the cells that make up the human body. Low levels of radiation are not dangerous, but medium levels can lead to sickness, headaches, vomiting and a fever. High levels can kill you by causing damage to your internal organs. It's difficult to treat high radiation exposure.

Exposure to radiation over a long time can cause cancer.

Chernobyl Today

	<p>Know that in November 2016 the Chernobyl plant was covered in steel to make it safer. 95% of the radioactive material is still within the plant, and storage facilities are also being built for the radioactive waste.</p> <p>Know that people today suffer ill health, with medicines difficult to come by, and they are also angry and grieving. Many feel angry about the disruption to their lives.</p> <p>Know that Russia borders to the East of Ukraine</p> <p>Know that Russia is about 150km from the power plant and was also heavily affected. The ground was contaminated as the wind blew radioactive dust over areas of the country.</p> <p>Know that people in Russia also contracted thyroid cancer and many children are still ill from the effects.</p> <p>Know that it is estimated that in Belarus, Ukraine and Russia alone more than 200,000 people have died from the effects of the Chernobyl disaster.</p>
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Term: Y6 T4	<p>Unit Title: Texas</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. Understand where Texas is located within North America. 2. Understand the physical environment in Texas. <p><i>Pupils will study this unit alongside reading the novel 'Holes', which is set in the Texas desert. This unit leads on from Year 4 unit in California.</i></p> <p>End of Unit Outcome: Paragraph - Explain the different biomes in Texas</p>
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Key Concepts of the Unit	
<p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</i></p> <p><i>Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Regions: <i>Understand that a region is a large area of land containing many towns and villages that are typically thought of as one connected area.</i></p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Biomes: <i>Understand that a biome is a region with</i></p>	

NC Objectives	Key Knowledge and Vocabulary
Locate the world's countries, using maps to focus on North America	<p><u>Location of Texas</u> (Review Yr 4, T1)</p> <p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</p> <p>Know that North America is made up of 23 countries.</p>

Know countries and major cities in North America

Know key physical and human characteristics of locations in North America

Concentrate on environmental regions in North America

Understand geographical similarities and differences through the study of human and physical geography of a region in North or South America

Physical geography, including climate zones

Physical geography, including biomes and vegetation belts.

Using knowledge of how to use an atlas and map reading, identify North America on a map of the world. *(Review Yr 3, T2)*

Know that the **United States of America (USA)** is a country within North America.

Know that the USA is bordered by **Canada** to the north and **Mexico** to the south.

Know that the USA is made up of **50 states**.

Know that a state is an area including many cities and towns, similar to counties in England. *(Review Yr 2, T1)*

Identify the flag of the USA.

Know that there are 50 stars on the flag - one to represent each state.



Know that Texas is a state within the USA.

Know that Texas is located on the South coast of the USA, bordering Mexico.

Using knowledge of how to use an atlas and map reading, identify Texas on a map of the USA. *(Review Yr 3, T2)*

Physical Geography

Biomes in Texas

Understand that Texas is made up of three different **biomes: desert, grasslands, forest**.

Know most of Texas is made up of grasslands, but there is **desert in southwest** Texas and **forest in southeast** Texas.

Know that Texas is unique to have 3 different biomes in such a small area.

Know that the desert biome is characterised as follows -

<u>Desert Biome features</u>	
Climate	Warm throughout the year and very hot in Summer. During the day it may be very hot but extremely cold at night. Low rainfall
Plants	Ground hugging shrubs and short woody trees, Cactus plants are common.
Soil	Shallow, rocky ground
Animals	Small nocturnal carnivores, mountain lion, bobcat, wolf, coyote, antelope, armadillo, gopher, Insects, arachnids, reptiles and birds

Understand that there are temperature variations within Texas, with the desert being hot and dry.

Understand that Holes by Louis Sachar is set in a desert biome and this impacts significantly on the story.

Regions

Know that Texas is split into 4 regions:

1. Great Plains
2. North Central Plains
3. Mountains and Basins
4. Coastal Plains

	Landscape	Climate	Animals and Plants
<p>Great Plains</p> <p><i>Grassland Biome</i></p>	<p>This region is covered with flat, grassy plains. There are barely any trees. Some canyons can be found in the western parts of the region, which have been carved by rivers.</p>	<p>The average rainfall is 15 – 28 inches per year. This is the coldest Texan region during the winter, but it is still very hot during the summer. Transitions in temperature can cause high winds and wind storms.</p>	<p>(Image removed)</p>
<p>North Central Plains</p> <p><i>Grassland Biome</i></p>	<p>The land has low, rolling hills and open plains. Features large lakes as popular Texas State Park destinations: Ray Roberts; Cedar Hill; Dinosaur Valley State Park (features dinosaur footprints!).</p>	<p>Weather in this region varies with the seasons. Cooler climates in the winter - occasionally a few inches of snow. Hot summers: it can sometimes be the hottest Texan region during the summer. Violent storms come through the area in spring with heavy hail and high-speed tornados.</p>	<p>(Image removed)</p>
<p>Mountains and Basins</p> <p><i>Forest Biome</i> <i>Desert Biome</i></p>	<p>The land in west Texas features the only mountains found in the state, as well as desert landscapes. The highest peak in the state is the Guadalupe Peak at 8,751 feet above sea level. The Rio Grande runs on the western border, separating Texas and Mexico.</p>	<p>The desert climate is one of extremes; it is extremely hot during the day and extremely cold at night. The average rainfall is 8- 20 inches per year</p>	<p>(Image removed)</p>

	<p>Coastal Plains</p> <p><i>Grassland Biome</i></p>	<p>Coastal Plains is the largest of the four regions. This region covers about 1/3 of the land in Texas. The east side borders the Gulf of Mexico. Many major cities are in the Coastal Plains region: Austin Dallas Houston San Antonio.</p>	<p>The climate of the Coastal Plains is mild. Summers are typically hot, with temperatures reaching highs of the upper 90s or 100s. Winters are typically cooler, with temperatures in 40s and 50s. The average temperature of the region year round is 77 degrees. The region receives roughly 40-60 inches of rain per year, the most of any Texan region. This region also has more tornadoes and hurricanes than any other region in Texas.</p>	<p>(Image removed)</p>
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<p>Term: Y6 T5&6</p>	<p>Unit Title: The Galapagos Islands</p> <p><i>The aim of this unit is for pupils to:</i></p> <ol style="list-style-type: none"> 1. <i>Understand where the Galapagos Islands are located and the impact this has on their environment.</i> 2. <i>Understand how the Galapagos Islands were formed and the impact this has on their environment.</i> 3. <i>Understand why the Galapagos Islands are unique and why humans need to protect them.</i> <p><i>In this unit pupils will learn about the Galapagos Islands. They will draw together their knowledge of tectonic plates and volcanoes; oceans; environments and wildlife to understand how and why the Galapagos Islands are unique. This unit will support their learning in Science, where they will be studying evolution. Pupils will learn about how the environment in the Galapagos Islands helped Darwin develop his theory. Finally, pupils will study the Galapagos Islands in modern day and understand the impact humans could have on their unique environment.</i></p> <p>End of Unit Outcome: Presentation - Why is it important for the Galapagos Islands be protected?</p>
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<p>Key Concepts of the Unit</p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Fertile: <i>Understand that plants and animals thrive in areas with fertile soil. Understand that fertile soil can be the result of volcanoes and rivers.</i></p> <p>Development: <i>Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making something) and building (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that</i></p>

sustainability is very important in protecting our planet for: animals, plants and future generations.

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants, and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

NC Objectives	Key Knowledge and Vocabulary
<p>Locate the world's countries, using maps to focus on South America</p>	<p><u>Labelling the Earth</u> (Review Yr 3, T3)</p> <p>Know where the Equator is located and the impact this has on climate. Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</p>
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map.</p>
<p>Know countries and major cities in South America</p>	<p>Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the Prime Meridian is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p>
<p>Know countries and major cities in South America</p>	<p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean Know that the Galapagos Islands are located in South America. Using knowledge of how to use an atlas and map reading, identify South America on a map of the world. (Review Yr 3, T2) Know that South America is surrounded by the Atlantic Ocean and Pacific Ocean and identify them on a map.</p>
<p>Identify the position and significance of the Equator.</p>	<p><u>Galapagos Islands Location</u> Know that the Galapagos Islands (where Darwin made many of his observations) are located 1000km (800 miles) off the coast of Ecuador, South America. (Review: Yr 5, T1)</p>
<p>Physical geography, including volcanoes and earthquakes</p>	<p>Know that the Galapagos Islands are located in the Pacific Ocean. Locate the Galapagos Islands on a map. Know that the Galapagos Islands are located on the Equator. Know that the Galapagos Islands have a warm climate due to their proximity to the equator. Know that the Galapagos archipelago is made up of 14 large islands, 7 smaller islands and over 100 rocks and islets. Know that an archipelago is a collection or group of islands.</p>

How the Galapagos Islands were Formed

Know that the Galapagos Islands were formed by volcanoes erupting under the surface of the ocean and that some of those volcanoes are still active today. (Review Yr5, T6)

Know that the process of the Galapagos Islands being formed:

1. Volcanic eruptions began to break through the ocean floor as a result of tectonic activity. T
2. These eruptions built underwater mountains as the lava cooled.
3. The mountains continued to grow with each new eruption.
4. Eventually, some mountain tops emerged from the sea.
5. The Galapagos Islands formed.

Understand that the very first island is thought to have formed between 5 and 10 million years ago. Understand that the youngest islands, Isabela and Fernandina, are still being formed, the most recent volcanic eruption was in 2009.

Environment

Know that the Galapagos Islands are made of cooled volcanic lava and appear very rugged as a result.

Know that they have a wide range of terrestrial (land) and marine (sea) habitats.

Know that the islands have: humid forests, sandy beaches, sea cliffs, rocky shores and coral reefs.

Know that the Galapagos Islands are known for their mountains, coasts and coral reefs.

Know that due to how they were formed, the environment in the Galapagos Islands consists of high volcanic mountains, craters, and cliffs.

Know that on the Galapagos Islands the volcanic rocks have broken down into fertile soil, which is ideal for plants to grow in. This has led to lots of vegetation on the islands.

Know that the Galapagos archipelago is located at a point where nutrient rich cool waters from the south, warm currents from the north, and a deep cold current from the west all mix together. The mixing of these ocean currents means that a unique mix of animals and plants live there.

Know that the Galapagos Islands have a unique range of habitats: humid forests, sandy beaches, sea cliffs, rocky shores, lagoons, salt flats and coral reefs.

Know that this unique range of **habitats** has led to a variety of animals and plants on the Galapagos, many of which don't exist anywhere else.

Wildlife

Know that the range of habitats means that a great variety of animals and plants can be found on and around the Galapagos.

Know some of the animals found in the Galapagos:

- Galapagos giant tortoises
- Marine iguanas - the only ones in the world
- Galapagos penguins
- Hammerhead sharks
- Fur Seals
- Sea Lion
- Blue-footed Booby

Know that most of the animals and plants living on the Galápagos archipelago (group of islands) are descended from those that travelled the 1,000km from the continent of South America millions of years ago. Insects, birds and plants arrived by air – either flying or drifting in the wind, while animals floated across the ocean on rafts of leaves or branches.

Know that nearly 20% of marine life in Galapagos is endemic, found nowhere else on earth. This is very rare.

Protecting the Galapagos Islands

There is no single reason for why the Galapagos Islands are as they are. They have been formed and shaped by a variety of different processes and would look quite different and have very different plants and animals if any one of these processes were to change. In this way, Galapagos represents a globally unique landscape that requires careful management if people are to continue to enjoy it for generations to come.

Know that there is limited **development** in the Galapagos Islands due to their lack of accessibility and distance from other countries.

Know the lack of development has led to plants and animals thriving on the islands and existing in a perfect ecosystem.

Know that the increase of **tourism** on the islands is having a negative impact on the **environment** and animals living there.

Know that the **government** of Ecuador is trying to protect the Islands by limiting the tourism that takes place there and developing a model of **sustainable tourism**.

Know that there are many **conservation** projects in the Galapagos Islands to protect the animals and the unique environment.

Know that people are only allowed to live in small areas of the island so that the wildlife and plants are protected. This is part of the conservation plan for the islands and the ocean around them.

Know that laws prevent things such as too much fishing, too many people living there or too many visitors. This will hopefully protect the variety of plants and animals and the beauty of the islands for the future.