



Staplegrave Church School – Geography Curriculum and Progression of Knowledge and Skills

“That they may have life; life in all its fullness.” John 10:10

Geography at Staplegrave will encourage children's inquisitiveness and curiosity about the world in which they live and their place in it. Our curriculum is planned to nourish and enrich children's geographical understanding, developing experience of local, national and international geography. Geography enables children to experience life in all its fullness because it provides opportunities to:

Gain knowledge about:

- Diverse places, people, resources, natural and human environments.
- The Earth's key physical and human processes.
- The formation and use of landscapes and environments.
- How the earth's features are shaped, interconnected and change over time.

Develop skills in:

- The use of maps, globes, aerial photographs and digital mapping.
- Naming and identifying countries, continents and oceans and other significant physical features.
- Communicate information in a variety of different ways.

We believe that every child should be inspired to become global citizens, developing a connection and understanding of the world and their place within it in order to become confident Staplegrave geographers.

Geography – Whole-School Curriculum Overview

	Autumn	Spring	Summer
Reception			
Year 1	All about Taunton	London – Bright Lights, Big City	Weather
Year 2	Taunton/Nairobi comparison		Coastlines
Year 3	Rocks, relics and rumbles – volcanoes and earthquakes	Europe and Compass directions	Bath and Rome comparison

Year 4	Rivers – misty mountain, winding river	Land uses and trade in Taunton: Bridgwater/Taunton canal. Land uses then and now?	
Year 5	Amazon – compare with the Somerset Levels – soy growing/withies and peat		Sustainability – global warming and how we can make a difference
Year 6		Frozen Kingdoms	Trailblazers – changing the world

Progression of Knowledge and Skills

Features				
At both key stages the knowledge progression takes full account of the national curriculum's strands of:				
- Locational knowledge - Place knowledge - Human and physical geography - Geographical skills and fieldwork				
- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained				
- Knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.				
National Curriculum Subject Strand				
Strand	Locational knowledge	Place knowledge	Human and physical geography	Skills and fieldwork
Reception ELG	• Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • That the world is made up of different countries.	• Know that there are different countries in the World and talk about the differences they have experienced or seen in photos. • Explore the natural world around them. • Where they live is unique to them and their family.	• Use all their senses in hands-on exploration of natural materials • Begin to understand the need to respect and care for the natural environment and all living things • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them • That there are key words/vocabulary associated with human and physical geography • That we need to change what we do/wear in response to the climate • Understand some important processes and changes in the natural world	• Understand position through words alone. For example "The bag is under the table. • Draw information from a simple map • That positional language and directions can tell us where to go • Use a range of sources such as simple maps, photographs, magnifiers • Be able to draw on their experiences and what has been read in class.

			Know some similarities and difference	
Key Stage 1	- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country	- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- Use world maps, atlases and globes to identify the United Kingdom and its' countries as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language (eg: near and far, left and right) to describe the location of features and routes on a map - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds.
Strand	Locational knowledge	Place knowledge	Human and physical geography	Skills and fieldwork
Key Stage 2	- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - 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

	Meridian and time zones (including day and night)			
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Units and progression of knowledge and skills

Staplegrove Church School – Understanding the World (*leading to Geography*) EYFS skills overview

<i>Each strand of the art curriculum will be accessible through continuous provision in each term of the Reception year. Adults will teach skills at the right level and time based on each unique child's development. These skills build an early understanding of place and the wider world.</i>			
	Pre-Reception skills	Mid-level skills	End of Reception
Local Knowledge	- o Recognise familiar places on a map of my town. - o Explore my school environment and who the key people are within this environment.	- o Begin to explore my local community and the key people who help us within our community. - o Compare my place of living with another town or country of relevance to my class. - o Use ariel photos to create a simple map of my town.	- o Begin to create a simple map of my local environment. - o Follow a simple map of my local environment. - o Use directional words to direct others. - o Draw and label a map with key features of my town.
Place Knowledge	- o Know that some places are hot and others are cold. - o Know that a city is different from countryside.	- o Identify England on a map and that I live in a country. - o Talk about the features of my own immediate environment and how environments might vary from one another.	- o Compare life in my community with a community in a different country. - o Present my ideas about different places in the world and talk about similarities and differences.

Year 1

Strand	All about Taunton	Bright lights, big city	Weather
Locational knowledge – understanding the name of a specific location	- Know the names of the four countries that make up the UK and their capital cities (England, Wales, Scotland, Northern Ireland) and name the three main seas that surround the UK (North Sea, Irish Sea, English Channel). - Know that Taunton is a town in South West England. Know that the River Tone runs through Taunton. - Know that Taunton is the county town of Somerset.	- Know the names of the four countries that make up the UK and their capital cities (England, Wales, Scotland, Northern Ireland) and name the three main seas that surround the UK (North Sea, Irish Sea, English Channel). - Know that the River Thames runs through London.	- Know the names of the four countries that make up the UK and their capital cities (England, Wales, Scotland, Northern Ireland) and name the three main seas that surround the UK (North Sea, Irish Sea, English Channel).
Place knowledge – understanding a location (for example a physical	- Know the main differences between a village, town and city. - That Taunton is a town and that it has different features to the countryside.	- Know the main differences between a village, town and city. - Know that towns and the countryside have similar and different geographical features.	

environment, building or locality of significance).	- Know that towns and the countryside have similar and different geographical features. - Know key physical and human features of Taunton and London.	- Know that towns and the countryside have similar and different geographical features. - Know key physical and human features of Taunton and London.	
Human and physical geography	- Physical features are naturally occurring: land (hills), bodies of water (rivers), vegetation (trees). - Human features are characteristics made by humans: shops, roads.	- Physical features are naturally occurring: land (hills), bodies of water (rivers), vegetation (trees). - Human features are characteristics made by humans: shops, roads.	- Know and name 4 types of weather that happen in the UK. - Know that the weather changes throughout the year and name the seasons. - Know what hot and cold countries might look like and how the weather affects us (clothes we wear, how we travel, things we do). - Know and recognise the main weather symbols.
Skills and fieldwork	- Know where the equator, North Pole and South Pole are on a globe. - Know which are N, E, S and W on a compass. - Use simple compass directions and locational/directional language to describe features and routes on a map - Understand that an aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like a map. - Begin to identify human features of the surrounding/local area. - Understand that maps have symbols to show us the important buildings and other features of an area. - Use and recognise some basic map symbols and begin to understand how these can be used in a key. - Construct a map of the school using fieldwork observations. - Navigate (around the local area and Taunton) using a simple map.	- Know where the equator, North Pole and South Pole are on a globe. - Know which are N, E, S and W on a compass. - Use simple compass directions and locational/directional language to describe features and routes on a map - Understand that maps have symbols to show us the important buildings and other features of an area. - Understand that an aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like a map.	- Know where the equator, North Pole and South Pole are on a globe. - Know which are N, E, S and W on a compass. - Use simple compass directions and locational/directional language to describe features and routes on a map - <i>Farm trip is a good opportunity to complete compass work.</i>
Geographical enquiry	Ask and answer simple geographical questions	Ask and answer simple geographical questions	Ask and answer simple geographical questions
Vocabulary	River City Town Village House Office Shop Factory Farm Sea Ocean Mountain Hill Forest United Kingdom England Scotland	River City Town Village House Office Shop Factory Farm Sea Ocean Mountain Hill Forest United Kingdom England Scotland	Weather Climate Season (autumn, winter, spring, summer)

	Wales Northern Ireland Country Near and far Left and right North, east, south, west	Wales Northern Ireland Country Near and far Left and right North, east, south, west	
Cross-curricular opportunities			
Trips/visits	- Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. Draw freehand map of the classroom, school, children's bedroom.	- Cold harbour mill	
Fieldwork opportunities	- Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features. Draw freehand map of the classroom, school, children's bedroom.		- Investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to measure rainfall). Create a pictogram of the results.

Year 2

Strand	<i>Comparing the UK with a contrasting area of non-European country – Taunton and Nairobi</i>	Coastline
Locational knowledge – understanding the name of a specific location	- There are borders that separate different parts of the world into countries. - A continent is a large mass of land and be able to locate the 7 continents. - An ocean is a large body of water and be able to name and locate the 5 oceans. - The majority of the world's surface is covered by water. - <i>Kenya is a country in the east of Africa. Know some of the surrounding countries and important features, e.g. mountains, cities, lakes.</i>	- There are borders that separate different parts of the world into countries. - A continent is a large mass of land and be able to locate the 7 continents. - An ocean is a large body of water and be able to name and locate the 5 oceans. - The majority of the world's surface is covered by water. - Devon, Somerset and Cornwall are counties in England. Identify important towns and cities in the South West of England. - Know that Exeter is the main city in Devon and that Exmouth is a coastal town in Devon.
Place knowledge – understanding a location (for example a physical environment, building or locality of significance).	- <i>To know the term 'land use' and know that there are different land uses in countryside and towns.</i> - <i>Nairobi is the capital city of Kenya.</i>	- Tourists visit coastal towns/places in the UK. The South West of England has lots places that tourists visit. Know the human and physical features that attract tourists to a place.
Human and physical geography	- <i>The climate in Nairobi is warmer than Taunton because it is nearer to the Equator, however there is lots of rain in Nairobi.</i> - <i>Because it is close to the Equator, there is not much difference between the weather in different seasons.</i> - <i>Nairobi has many hills nearby, like Taunton, including the Ngong hills. The River Nairobi flows through Nairobi city.</i>	- Understand key human and physical features/processes of coastal towns: beach, sea, tide, erosion, cliffs, pier, promenade, shops, entertainment, harbour. - Know the features that are needed in a seaside town and why, including the RNLI facilities in Exmouth.

	- <i>Other parts of Kenya are hotter and drier than Nairobi.</i> - <i>There are lots of skyscrapers in Nairobi. The Times Tower is the most famous.</i> - <i>There is a National Park in Nairobi where lots of animals live.</i>	
Skills and fieldwork	- Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world. - Recognise human and physical features of a locality using aerial photographs and relate these to maps (including Google maps). - To be able to locate places studied on a map. - To use geographical vocabulary learned to refer to human and physical features. <i>- To locate Kenya on a world map and relate the concept of north, south, east, west to a map of the world and globe.</i> <i>- To be able to recognise geographical similarities and differences between their area and a non-European area through analysis of photographs, maps, aerial photographs and film clips.</i> <i>- To be able to consider how the lives of children in Nairobi and Kenya might be similar and different to their own lives.</i>	- Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world. - Recognise human and physical features of a locality using aerial photographs and relate these to maps (including Google maps). - To be able to locate places studied on a map. - To use geographical vocabulary learned to refer to human and physical features. - To construct a simple map of a place visited, e.g. Taunton/Exmouth, including key features visited. - Plot a route on an ordinance survey map (e.g. of route on trip to Exmouth).
Geographical enquiry	Ask and answer simple geographical questions when investigating difference places and environments	Ask and answer simple geographical questions when investigating difference places and environments
Vocabulary	Continent Ocean Sea National Park Tropical Equator Rainfall	Beach Cliff Coast Port Harbour Soil Valley Vegetation RNLI Exmouth Devon Somerset Cornwall Tourism Continent Ocean Sea National Park Tropical Equator

		Rainfall
Cross-curricular opportunities		
Trips/visits		Trip to Exmouth
Fieldwork opportunities	- Visit local facilities (e.g. shops, library, health centre) and talk about what happens there and why people go there. Create a questionnaire to collect people's responses.	- Take a bus ride to investigate a slightly distant area (Exmouth) the contrasts with the immediate local area. Create a recording sheet of the features of the place to indicate whether they liked or disliked its features and why (e.g. prom, beach, RNLI station, park, town centre).

Year 3

Strand	<i>Rocks, relics and rumbles – volcanoes and earthquakes</i>	Bath/Rome comparison
Locational knowledge – understanding the name of a specific location	- Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe). - To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan), understanding which are capitals. - To know and recognise the flags of a number of European countries. - To know and locate significant rivers within Europe (Volga, Danube, Ural, Rhine, Thames and Seine). - To know and locate significant mountains/mountain ranges within Europe (Ural, Alps, Mount Olympus, Mont Blanc, Mount Vesuvius). - To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum and Sagrada Familia). - Understand that the Greenwich Meridian line runs through London and Europe and that different cities in Europe can be in different time zones. - Begin to understand the environmental regions within Europe and what makes them different to one another (Mediterranean, UK (Atlantic), Iceland (Arctic)). - To understand when Mount Vesuvius erupted and the impact that it had upon Pompei and its people. - To understand that people live in earthquake/volcano zones because problems are rare and there are other benefits – e.g. living by the coast for trade. To understand how places are adapted, e.g. making buildings earthquake-proof.	- Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe). - To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan), understanding which are capitals. - To know and recognise the flags of a number of European countries. - To know and locate significant rivers within Europe (Volga, Danube, Ural, Rhine, Thames and Seine). - To know and locate significant mountains/mountain ranges within Europe (Ural, Alps, Mount Olympus, Mont Blanc, Mount Vesuvius). - To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum and Sagrada Familia). - Understand that the Greenwich Meridian line runs through London and Europe and that different cities in Europe can be in different time zones. - Begin to understand the environmental regions within Europe and what makes them different to one another (Mediterranean, UK (Atlantic), Iceland (Arctic)).

Place knowledge – understanding a location (for example a physical environment, building or locality of significance).		- Understand the reasons that The Romans chose to found Bath – its hot springs and hills. <i>This can be supported through the class trip to Bath</i>
Human and physical geography	- <i>A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted.</i> - <i>A volcano can be active, dormant or extinct.</i> - <i>Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape.</i> - <i>The Earth is made of four different layers: inner core, outer core, mantle and crust.</i> - <i>Earthquakes happen when two tectonic plates push into each other (convergent), pull apart (divergent) from one another or slide alongside each other (transform).</i> - <i>The centre of an earthquake is called the epicentre.</i> - <i>Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia.</i>	- Understand physical similarities between Bath and Rome: both are both built on hills, both have rivers used for trade, there were hot thermal springs around Rome and in Bath. - Understand the similarities in human features between Bath and Rome: both had baths built, both had city walls – understand the reasons for these being built. - Understand the geographical differences between Rome and Bath – Rome is closer to the sea which made trade easier for the Roman Empire.
Skills and fieldwork	- Knows how to find specific information from an atlas (page numbers and compass rose and index). - Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions. <i>(this can be completed through the Farmlink workshop)</i> - Begin to use coordinates to navigate maps - Use the 8 point compass points to describe a location relative to another place. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images - Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts. - Understand the necessity of a key and use this to help read maps. <i>Use local map during Hestercombe trip</i>	- Knows how to find specific information from an atlas (page numbers and compass rose and index). - Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions. - Begin to use coordinates to navigate maps - Use the 8 point compass points to describe a location relative to another place. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images - Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts. <i>Can be covered through Pompeii study</i> - Understand the necessity of a key and use this to help read maps.
Geographical enquiry	Ask and answer more searching geographical questions when investigating different place, including ‘how?’ and ‘why?’	Ask and answer more searching geographical questions when investigating different place, including ‘how?’ and ‘why?’
Vocabulary	Lave Eruption Earthquake Tremor Magma	River Avon Hot springs Roman Baths Hills Valley

	Fault line Crater Seismic Volcano Aftershock Convergent Divergent Inner core Outer core Mantle Crust	Crescent
Cross-curricular opportunities		Links to history curriculum – The Romans
Trips/visits		Trip to bath – link to history
Fieldwork opportunities		- On visit to Bath, children survey customers to the Roman baths to find out how far people have travelled and how they got there (walk, public transport, car. Children to design questionnaire and present findings in charts/graphs

Year 4

Strand	Misty mountain, winding river	Land uses and trade in Taunton: Bridgwater/Taunton Canal	Fieldwork – Kilve trip
Locational knowledge	- Know the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map - Name significant UK/local rivers (Thames, Avon, Severn, Parrett, Tone, Trent) and identify them on a map. - Name and locate the 4 mountain ranges in the UK and each nation's tallest mountain: Grampian (Ben Nevis), Cumbrian (Scafell Pike), Snowdonia (Yr Wyddfa, Snowdon) and Mourne Mountains (Slieve Donard) - Name and locate some of the significant/local hills (Pennines, Brecon Beacons, Dartmoor, Exmoor, Quantocks) - Know the names of and locate significant rivers and the countries/continents they are located in: Nile, Thames, Amazon, Ganges, Yangtze. - Know the names of and locate significant mountain ranges: Himalayas, Andes, Pyrenees, Alps, Sierra Nevada, Southern Alps.	<i>Locational knowledge is reviewed from Autumn Term unit.</i> - Know the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map - Name significant UK/local rivers (Thames, Avon, Severn, Parrett, Tone, Trent) and identify them on a map. - Name and locate the 4 mountain ranges in the UK and each nation's tallest mountain: Grampian (Ben Nevis), Cumbrian (Scafell Pike), Snowdonia (Yr Wyddfa, Snowdon) and Mourne Mountains (Slieve Donard) - Name and locate some of the significant/local hills (Pennines, Brecon Beacons, Dartmoor, Exmoor, Quantocks) - Know the location and course of the Bridgwater/Taunton Canal and its start and end locations.	

Place knowledge - understanding a location (for example a physical environment, building or locality of significance).	- Understand that the Somerset Levels would naturally be under water but were drained using man-made rivers, including King's Sedgemoor Drain. - Understand the impact of the 2014 floods on the communities and landscapes of the Somerset Levels.	- Know that a canal is a man-made feature built for the transport of goods. Understand that canals were very important in trade - Understand how the River Tone and Taunton and Bridgwater canal have been used: water for fields, leisure (swimming/kayaking/rowing), wellbeing (town centre), trade (canal), powering mills (Firepool)	
Human and physical geography		- Know that the River Tone's source is in the Brendon Hills and it flows into the River Parratt at Burrowbridge. - Understand that rivers flow downhill and usually to the sea. - Name the stages of a river: - Upper course: source, v-shaped valleys, rapids, waterfalls - Middle course: wider valleys, meanders, oxbow lakes - Lower course: flat-bottomed valleys, floodplains, delta and estuary/mouth. - The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.	
Skills and fieldwork	- Understand that topography is the arrangement of the natural and artificial physical features of an area and that contour lines on a map show changes in height. - Make a simple scale drawing. - Make a map of a short route experienced, with features in the correct order. - Locate features using 4-figure grid references.	- Understand that topography is the arrangement of the natural and artificial physical features of an area and that contour lines on a map show changes in height. - Make a simple scale drawing. - Make a map of a short route experienced, with features in the correct order. - Locate features using 4-figure grid references.	
Geographical enquiry	Ask and answer more searching geographical questions when investigating different place, including 'how?' and 'why?'	Ask and answer more searching geographical questions when investigating different place, including 'how?' and 'why?'	
Vocabulary	Source valley rapid waterfall meander floodplain estuary mouth glacier tundra coniferous forest deciduous forest subtropical rainforest contour flood drainage		
Cross-curricular opportunities/links	Link to Year 2 and 3 history – how Taunton changed during the industrial revolution and the role of canals.		

Trips/visits	Visit to Burrowbridge mound to observe River Tone/Parrett	Visit to River Tone in Taunton – Longrun meadow, French Wier, Taunton town centre, start of canal – understanding the uses of the river. Walk along the Taunton and Bridgwater canal to Priorswood, observing how land uses change	
Fieldwork opportunities (see also the fieldwork guidance)	Photographic transect of the River Tone and B/T Canal from longrun meadow to Priorswood		Create a map of the Quantock and Kilve Beach walks, including key locations such as Bristol Channel, Kilve, Quantock hills and contour lines.

Year 5

Strand	Amazon Basin – case study	Sustainability – global warming and how can we make a difference?
Locational knowledge	- Understand the terms: lines of longitude, latitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic and Arctic Circles. - Understand that there are difference time zones around the world, linked with the Greenwich Meridian and the link between day and night in different places in the world. - There are 12 countries in South America and almost 400 million people live there. - Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA; the capital is Brasilia. - South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world.	- Understand the terms: lines of longitude, latitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic and Arctic Circles. - Understand that there are difference time zones around the world, linked with the Greenwich Meridian and the link between day and night in different places in the world.
Place knowledge - understanding a location (for example a physical environment, building or locality of significance).	- The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. - Brazilians speak Portuguese, although Spanish is the most common language in South American countries. - The Amazon rainforest is rich with natural resources, including energy, wood and minerals.	- Understand what makes some places more vulnerable to climate change, e.g. low-lying islands, polar regions, coastal cities and towns
Human and physical geography	- To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones. - To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.	- To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones. - To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.

	- Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. - The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. - As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. - Understand the tropical climate of the Amazon rainforest and the link to the water cycle. - Understand the Amazon rainforest is home to huge biodiversity of animals and plants and the importance of this. Indigenous people have lived in the Amazon for around 40,000 years and sustainably use its resources, e.g. The Yanomamo people. Understand that many of these people were nomadic, moving every few years. - Understand the impact of human activity on the Amazon – including deforestation and mining. - Be able to explain and discuss the differing opinions about protecting the rainforest, e.g. from the perspective of people who make a living from natural resources -vs- conservationists.	- Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. - The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. - As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. - Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities - Understand what the greenhouse effect is and which gases are involved. - Understand the impact of climate change on the different climate zones worldwide, including tropical, temperate and polar regions - Know which human activities have an effect on the climate – e.g. aviation, cars, industry, food. - Understand the changes that are needed to human behaviour in order to stop climate change – planting trees, walking more, flying/driving less, cutting down on meat/dairy.
Skills and fieldwork	- Understands how aspects of the human and physical features of The Amazon are similar and different to Somerset. - Use four and six figure grid references to build knowledge of the UK and wider world - Use an atlas to locate places using latitude and longitude references. -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Develop an understanding of the concept of different time zones through interpretation of time zone maps. - Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. - Reflect on the impact trade has on an area and generate ideas for cause and effect. <i>(this can be covered through history trip to Bristol in summer term – slavery link).</i> - Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. - Use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be.	- Use four and six figure grid references to build knowledge of the UK and wider world - Use an atlas to locate places using latitude and longitude references. -To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Develop an understanding of the concept of different time zones through interpretation of time zone maps. - Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. - Reflect on the impact trade has on an area and generate ideas for cause and effect. - Label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. - Use atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be.
Geographical enquiry	Ask and respond to question that are more causal e.g. 'why is that happening in that place? Could it happen here?'	Ask and respond to question that are more causal e.g. 'why is that happening in that place? Could it happen here?'

Vocabulary	Climate Tropic Polar Tropical temperate Tribes Indigenous Deforestation Conservation Greenhouse effect Global warming	Climate Tropic Polar Tropical temperate Tribes Indigenous Deforestation Conservation Greenhouse effect Global warming
Cross-curricular opportunities/links		
Trips/visits		Visit to Carymoor Recycling Centre.
Fieldwork opportunities (see also the fieldwork guidance)		To use the school site and grounds to ask questions such as, 'How can our school reduce its plastic waste?'. Children to create a poster to show their conclusions, including charts/graphs to show the problem being addressed.

Year 6

Strand	Frozen Kingdom	Fairtrade – linked to Trailblazers topic – covering trade links?
Locational knowledge	- Understand the terms: lines of longitude, latitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic and Arctic Circles. - Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).: - Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. - Latitude and longitude are measured in degrees. - There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S). - The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in	

	England and marks 0° longitude, from which all other longitudes are measured.	
Place knowledge - understanding a location (for example a physical environment, building or locality of significance).	- Antarctica is the coldest, windiest and driest place on Earth. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun.	
Human and physical geography	To understand the climatic similarities and differences between two regions. - Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. - The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. - When the Earth tilts towards the Sun it create near-constant daylight, known as polar day or Midnight Sun. - When the Earth tilts away from the Sun it creates near-constant darkness, known as polar night. - Explain how the presence of ice makes the polar oceans different to other oceans on Earth. - The polar oceans are significantly colder than other world oceans. - The six main physical features of a polar landscape are: iceberg, glacier, mountain, ice field, tundra and boreal forest. - Explain how climate change affects climate zones and biomes across the world. - Climate change effects the water, temperature, greenhouse gases and weather of a biome. - The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. Describe the distribution of natural resources in an area or country: Identify natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.	

Skills and fieldwork	- Understand what makes the Arctic Ocean different from all the other oceans. - Use four and six figure grid references to build knowledge of the Arctic and Antarctic regions. - Use an atlas to locate places using latitude and longitude references. - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Develop an understanding of the concept of different time zones through interpretation of time zone maps. - Use an atlas and a time zone map to identify the time in certain cities in relation to the UK. - Reflect on the impact tourism has on an area and generate ideas for cause and effect. - Understand how the distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.	
Geographical enquiry	Ask and respond to questions that are more causal. E.g. 'What happened in the past to cause that? How is it likely to change in the future?' Virtual polar museum – Cambridge University	
Vocabulary	Temperature Greenhouse gases Biome. Iceberg Glacier Mountain Ice field Tundra Boreal forest Midnight sun Fossil fuels Deforestation Habitat destruction Overpopulation Livestock Indigenous	
Cross-curricular opportunities/links	Linked to Year 5 climate change.	
Trips/visits	Virtual tour of Antarctica and the Arctic.	
Fieldwork opportunities (see also the fieldwork guidance)	To study the differences of oceans around the World. Use research skills to develop an understanding of the impact of climate change in certain areas of the World, particularly the Arctic regions.	

