

Christ Church & Holy Trinity School Geography Curriculum

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
	Mathematics Understanding the World: People, Culture and Communities The Natural World	Mathematics Understanding the World: People, Culture and Communities The Natural World	Mathematics Understanding the World: People, Culture and Communities The Natural World
REC	<p style="text-align: center;">Key skills:</p> <p>Understand position through words alone. For example, “The bag is under the table,” with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p style="text-align: center;">Key skills:</p> <p>Understand position through words alone. For example, “The bag is under the table,” with no pointing.</p> <p style="text-align: center;">Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p style="text-align: center;">Use all their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p style="text-align: center;">Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p style="text-align: center;">Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p style="text-align: center;">Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p style="text-align: center;">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>	<p style="text-align: center;">Key skills:</p> <p>Understand position through words alone. For example, “The bag is under the table,” with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to</p>

<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: All About Me and Festivals</p>	<p>from stories, non-fiction texts and (when appropriate) maps.</p> <p style="text-align: center;">Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p style="text-align: center;">Understand some important processes and changes in the natural world around them, including the seasons</p> <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: Traditional tales from a range of cultures</p>	<p>the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: People Who Help Us</p>
	<p>ELG Attainment: Understanding the World Mathematics</p>	
	<p>Trips and Special Day:</p> <p>Nature Walk in Battersea Park</p>	

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 1	<p style="text-align: center;">WHAT IS IT LIKE AROUND OUR SCHOOL? HT</p> <p style="text-align: center;">WHAT IS IT LIKE WHERE WE LIVE? CC</p> <p style="text-align: center;">Chelsea: Field trip around the local area</p> <p>Overview: In this unit the children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</p> <p>Curriculum Objectives: Develop knowledge about the locality</p> <p>Use simple fieldwork and observational skills in the school, its grounds and surroundings</p> <p>Know the differences between a map, plan and aerial photograph</p> <p>Recognise landmarks and basic human and physical features</p> <p>Use locational and directional language to describe the location of features and routes on a map</p> <p>Use basic geographical vocabulary.</p> <p>Key skills and concepts: Know and understand about the local area and its physical and human geography</p> <p>Create a landmark as part of a simple class map</p> <p>Describe their landmark and know where it was on a class journey</p> <p>Use maps, plans and aerial photographs</p> <p>Use geographical vocabulary: map, plan, near, far, often, rarely, North, South, East, West.</p>	<p style="text-align: center;">GENERAL KNOWLEDGE: THE UNITED KINGDOM</p>	<p style="text-align: center;">WHAT WILL WE SEE ON OUR JOURNEY AROUND THE WORLD?</p> <p style="text-align: center;">BARNABY BEAR</p> <p>Overview: In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys are important to show Key Stage 1 children similarities and contrasts. The curriculum asks for focus on teaching about continents, then moving beyond the locational knowledge to deeper place knowledge. One must be mindful of presenting simplistic, single-view images of whole continents. Balancing images and specific case study examples, even within a lesson, allows for sufficient challenges against stereotypes and misconceptions</p> <p>Curriculum Objectives: Name and locate the world's seven continents and five oceans</p> <p>Learn about the human and physical geography of a small area in (several) non-European countries</p> <p>Read images, maps, atlases and globes</p> <p>Ask and answer questions</p> <p>Use basic geographical vocabulary</p> <p>Key skills and concepts: Understand that within a location/country there are different ways of living</p> <p>Describe the physical and human geography of several different places</p> <p>Use geographical vocabulary: e.g. near, far, long way away (distant), North, South, East and West</p> <p>Complete a travel document and work with a peer in a role-play that summarises this understanding.</p> <p style="text-align: center;">EXTENDED WRITING</p>

NC KSI Attainment:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, .Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Trips:

**Chelsea: Field trip around the local area (Blue Badge Guide)
Nature Walk in Battersea Park**

AUTUMN TERM

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<p>Year 2</p>	<p>WHERE DOES OUR FOOD COME FROM?</p> <p>Goodwood Farm-field trip to West Sussex</p> <p>Overview: This unit links the everyday experience of buying and eating food within the UK with the children’s growing geographical understanding of the world. As with many units in KSI, there is a strong element of local area study with a suggested farm, market and shop visit to begin to show the class the connections between the food we buy and how much of it comes from the UK.</p> <p>Curriculum Objectives: Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</p> <p>Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Name, locate and identify characteristics of the four 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, as well as the countries, continents and oceans studied at this key stage.</p> <p>Key skills and concepts: Identify foods that can be bought on the local high street and can identify processed food</p> <p>Understand what cereal crops become and where everyday products like milk come from</p> <p>Explain that many different types of food come from the different UK regions.</p>	<p>WHERE DO DIFFERENT ANIMALS LIVE? Non European study- China</p> <p>Overview: This unit gives a geographical context to children’s interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals’ homes are like and addressing misconceptions they might have.</p> <p>Curriculum Objectives: Name and locate the world’s seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans</p> <p>Use simple fieldwork and observational skills.</p> <p>Key skills and concepts: Locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America</p> <p>Describe which of these continents have significant hot and/or cold areas Describe specific human and physical landmarks of some of these continents</p> <p>Use specific place knowledge to describe and explain the habitat of a significant animal.</p> <p style="text-align: center;">EXTENDED WRITING</p>	<p>GENERAL: UNITED KINGDOM DO YOU LIKE TO BE BESIDE THE SEASIDE?</p> <p>West Wittering- field trip to West Sussex</p> <p>Overview: In this unit, children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.</p> <p>Curriculum Objectives: Extend their knowledge and understanding beyond the local area to include the United Kingdom</p> <p>Name and locate (some) counties and cities of the United Kingdom</p> <p>Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain)</p> <p>Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.</p> <p>Key skills and concepts: Locate and describe several coastal environments in the UK and in other continents</p> <p>Describe and explain how coasts change</p> <p>Identify and explain some advantages and disadvantage of living by the coast.</p>
<p style="text-align: center;">NC KSI Attainment:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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</p>			

	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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, .Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
	Trips: Goodwood Farm-field trip to West Sussex West Wittering- field trip to West Sussex		
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Year 3	<p style="text-align: center;">IS CLIMATE COOL?</p> <p>Overview: In this unit, the children will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</p> <p>Curriculum Objectives: Locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them</p> <p>Describe and give examples of the variety of biomes and vegetation belts</p> <p>Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</p> <p>Key skills and concepts:</p> <p>Indicate the tropical, temperate and polar climate zones on a globe or map.</p> <p>Describe the characteristics of these zones.</p> <p>Describe and compare some biomes using appropriate vocabulary.</p> <p style="text-align: center; color: red;">EXTENDED WRITING</p>	<p style="text-align: center;">WHERE ON EARTH ARE WE?</p> <p>Overview: In this unit, the children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p> <p>Curriculum Objectives: Improve their locational knowledge through identifying 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 Meridian and time zones (including day and night)</p> <p>Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p> <p>Key skills and concepts: Explain the relationship between globes and maps</p> <p>Describe longitude and latitude</p> <p>Locate the Prime/Greenwich Meridian on a globe and world map</p> <p>Describe day and night in relation to the Earth’s rotation on its own axis</p> <p>Correctly use most of the key vocabulary.</p>	<p style="text-align: center;">LOCAL AREA STUDY: Kensington and Chelsea</p> <p style="text-align: center;">Field Trip around Borough of Kensington and Chelsea</p>
	NC KS2 Attainment:		

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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 Meridian and time zones (including day and night). 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. 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.

Trips:

Field Trip around Borough of Kensington and Chelsea (Blue Badge Guide)

Hyde Park – The Look Out. Maps and Orienteering workshop

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Year 4	<p>HOW IS OUR COUNTRY CHANGING?</p> <p>Overview: In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards The Big Finish.</p> <p>Curriculum Objectives: 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), How have these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Use mapping to locate countries and describe features Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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.</p> <p>Key skills and concepts:</p>	<p>STUDY OF A REGION OF THE UK: GREATER LONDON</p> <p>Continued from Autumn term unit</p>	<p>DOES THE EARTH SHAKE, RATTLE AND ROLL?</p> <p>Overview: Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are many different types. In the Big Finish, the children will make their own erupting volcano!</p> <p>Curriculum Objectives: Describe and understand the key aspects of volcanoes and earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern Learn about the 'Pacific Ring of Fire'. Key skills and concepts: Describe the effects of earthquakes and volcanic eruptions Give some reasons why people choose to live in earthquake zones and close to active volcanoes</p>

	<p>Describe how another region of the UK has changed over time</p> <p>Understand that change is continual</p> <p>Describe what their local area was like in the past</p> <p>Understand that their local area will continue to change</p> <p>Offer opinions on their local area at present and the changes underway</p> <p>Use appropriate geographical vocabulary to describe change.</p>		<p>Know where the most active earthquake and volcanic areas are</p> <p>Name examples of volcanic eruptions and major earthquake disasters</p> <p style="text-align: center;">EXTENDED WRITING</p>
<p style="text-align: center;">NC KS2 Attainment:</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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 Meridian and time zones (including day and night). 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. 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.</p>			
<p style="text-align: center;">Trips:</p> <p style="text-align: center;">Regents Park Community Garden: Workshop – where our food comes from</p>			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 5	<p style="text-align: center;">HOW DOES THE WATER GO ROUND AND ROUND ?</p> <p>Overview: This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work that children love. In addition, the unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features. A case study of one of the UK's major rivers, the River Thames, is featured but teachers may prefer to use a local river or local stream for this work, adapting the ideas given. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge. The Blue Danube Waltz is suggested to accompany geographical river studies, for listening to classical music, and also to provide a context for dramatising river features through dance and movement. Follow the link on the Voyagers website to view a video of André Rieu conducting an orchestra playing The Blue Danube Waltz and dancers performing the waltz.</p> <p>Curriculum objectives:</p>	<p style="text-align: center;">COASTS- OSMINGTON BAY</p> <p style="text-align: center;">Fieldtrip to the Jurassic Coast- World Heritage Site</p> <p style="text-align: center;">EXTENDED WRITING</p>	<p style="text-align: center;">WHERE DOES ALL OUR STUFF COME FROM?</p> <p>Overview: In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p> <p>Curriculum objectives: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>mapping to locate countries and describe features studied.</p>

	<p>Name and locate (some of) the UK's most significant rivers and mountain environments</p> <p>Describe features of a river and a mountain environment in the UK</p> <p>Learn how rivers and mountains are formed</p> <p>Understand where rivers and mountains fit into the water cycle.</p> <p>Key skills and concepts: Name and locate the UK's most significant river and mountain environments</p> <p>Describe and name the key landscape features of river and mountain environment in the UK</p> <p>Explain the water cycle in appropriate geographical language</p> <p>Describe (some of) the processes associated with rivers and mountains.</p>		<p>Key skills and concepts: Explain the views of different groups of people on a geographical issue</p> <p>Understand that there are advantages and disadvantages to imported and locally produced products</p> <p>Understand that there are various outcomes for items of clothing that are no longer wanted</p> <p>Explain how cotton clothing is produced</p> <p>Explain that each type of fruit grows in particular climatic conditions.</p>
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<p style="text-align: center;">Trips:</p> <p style="text-align: center;">OSMINGTON BAY Fieldtrip to the Jurassic Coast- World Heritage Site Kew Gardens: Habitats- Amazon Rainforest</p>			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 6		GENERAL KNOWLEDGE:	WHERE SHOULD WE GO ON HOLIDAY?

<p style="text-align: center;">WHAT IS IT LIKE IN THE AMAZON?</p> <p style="text-align: center;">INVESTIGATING RIVERS: THE AMAZON (and the Thames)</p> <p>Overview: In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests.</p> <p>Curriculum objectives: Extend their knowledge and understanding beyond their local area to include South America.</p> <p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p> <p>Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America .</p> <p>Describe and understand key aspects of physical and human geography mapping to locate countries and describe features studied.</p> <p>Key skills and concepts: Identify and name some of the countries in which the Amazon is located. Choose and use appropriate sources for geographical research. .</p> <p>Explain the value of the Amazon rainforest and some ways in which it can be protected.</p> <p>Describe some similarities and differences between their local area and a region in South America.</p> <p>Describe what the climate is like in Amazonas</p>	<p style="text-align: center;">LOCATE THE COUNTRIES OF THE WORLD</p> <p style="text-align: center;">KNOW THE COORDINATES THAT SPECIFY PRECISE LOCATION OR ZONE OF FEATURES ON THE EARTH'S SURFACE</p>	<p>Overview: In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p> <p>Curriculum objectives:</p> <p>Use maps to focus on countries, cities and regions in Europe</p> <p>Be taught to understand a region of another European country</p> <p>Be taught to understand some of the physical and human processes that shape a region</p> <p>Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Key skills and concepts: Understand that fold mountains occur when two tectonic plates meet</p> <p>Explain the climate patterns of the Alpine region</p> <p>Explain that there are advantages and disadvantages to tourism in the Alps</p> <p>Explain how avalanches are caused</p> <p>Explain some of the ways avalanches can be prevented.</p> <p style="text-align: center;">EXTENDED WRITING</p>
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NC KS2 Attainment:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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 Meridian and time zones (including day and night). 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. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types

	<p>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.</p>
	<p style="text-align: center;">Trips: Thames Barrier Buddhist Temple Wimbledon</p>