

Geographical Skills Fieldwork Geographical Human and Knowledge Physical Features **Key Vocabulary** Group Wider Opportunities and ACID RAIN, ARID, BIODIVERSIT, COMMUTER, Experiences CONSERVATION, DEMOGRAPHY, DEVELOP-MENT GAP, ECONOMIC ACTIVITY, ECOTOUR-PGL residential trip ISM, EPICENTRE, EXPLOITATION, FAIR TRADE, World Environment Day GIS: Geographical Information System, GLOBALI-SATION, GNI: Gross National Income, HDI: Human Development Index, INFRASTRUCTURE, Great Big Green Week KS3 INTERDEPENDENT, MASS TOURISM, MEGACI-Fieldwork: local area study of sustainable TY, NIC: Newly Industrialised Country, NGO: living and a visit into the City of London Non-Governmental Organisation, PRIMARY EF-Natural Resources and Sustainable Living FECTS, RICHTER SCALE, RIVER BASIN, SEC-Natural Resources and Sustainable Living ONDARY EFFECTS, SUSTAINABLE, TECTONIC Describe and understand key aspects of human Embedding equality and diversity Chil-Sastantiate — Ose Helman R to Ossa ve, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs Europe dren will study and compare London and PLATES, TOURISM, URBAN REGENERATION Rome. Children will learn about equality, such as pay differences and life expec-- Describe and understand key aspects of human geography, including: types of settlement and land Natural Resources and Sustainable Living h what ways is Bologna (or other city in Europe) different to London?

- 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, oraphs and digital terhologies (send tancy, amongst different groups, such as Natural Resources and Sustainable Living Use maps, atlases, globes and digital/computer apping to locate countries and describe features udied Unit I, Europe: · Locate the world's countries, concentrating on key hysical and human characteristics, countries and gender and ethnicity within each city. scribe and understand key aspects of a climate Children will study and learn about the Europe, Mediterranean, region, political, population Kimberley Diamond Mine in South Africa centre, climate, topographical, relief, tourism, landscape, and how this has changed over time. raphs and digital technologies (send ondon data to children at a school in biome, environment, Italy, capoluogo, peninsula country, Bologna, unique, six-figure grid reference, Eastings, Use eight points of a compass, four and s Northings, compare, similarities, differences Unit 2, Natural Resources: Italy)
-Understand geographical similarities and differences through the study of human and physical
geography of a region of the UK and a region in a
European country Non-renewable, oil, coal, gas, nuclear, uranium, pollu-6 tion, fossil, fuels, carbon dioxide, atmosphere, rock, sediment, renewable, energy, source, biomass, hydropower geothermal, wind, solar, deaner, environment, generations, generate, turbine, advantage, disadvantage, miner al, extracted, mined, drought, rainfall, precipitation, natural resource, overuse, deforestation, desertification, overfishing, shortage, climate change, nutrients, sustainability, sustainable development, sustainable living, self-Unit I, Economic Activity + Trade Links: Economic Activity and Trade Links Trade, global, globalisation, local, regional, national, activity and trade links and the distribution of natural resources including food and water Economic Activity and Trade Links World Environment Day exchange, goods, skills, services, import, export, tropical, Economic Activity and Trade Links exotic, out-of-season, overseas, cost, less economically North America Earth Day - Describe and understand key aspects of land-use
- Describe and understand key aspects of mountains and rivers (Grand Canyon)
Land Use and Settlement
- Describe and understand key aspects of human geography, including: types of settlement and land use Use fieldwork to observe, record and present developed country (LEDC), more economically developed - Locate the world's countries, suing maps to focus on North America, concentrating on its environ-mental regions, key physical and human character-istics, countries and major cities including sketch maps, plans and graphs Land Use and Settlement Economic Activity and Trade Links country (MEDC), primary, secondary, tertiary, supply Great Big Green Week chain, consumer, highest-valued export, technology, Fieldwork: local area walk and local area 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 communication, knowledge, population, manufacturing, istics, countries and major cities—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 visit to a Fairtrade produce provider North America natural resources, fairtrade -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Land Use and Settlement Unit 2. North America - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Embedding equality and diversity Chil-Southern Hemisphere, Northern Hemisphere, Tropic of ime (New York City) dren will study the concept of more and – Understand geographical similarities and differ-ences through the study of human and physical geography of a region of the UK and a region within North America Cancer, Tropic of Capricorn, equator, Antarctic circle, less developed countries. Children will Arctic Circle, Prime/Greenwich Meridian, time zones, also study Fairtrade and the positive latitude, longitude, USA, Grand Canyon, Great Plains, impact that this has on communities in Land Use and Settlement sediment, layers, erosion, precipitation, sand, weathered, silt, clay, hydraulic action, attrition, solution, abrasion, 5 key, population, distribution, density, vegetation, resources, ures (including hills coasts and rivers) and land-use patterns; and understand how some of economic, social, political, climate, rainfall, precipitation, these aspects have changed over time similarities, differences, past, present Unit 3, Land Use + Settlement: Six-figure grid reference, data, land use, hamlet, village, town, city, characteristics, settlement, OS map, symbol, key, Eastings, Northings, similarities, differences Unit I, Volcanoes + Earthquakes: UK Regions Tectonic plate, crust, magma, Eurasian, Pacific, Indounderstand key aspects of types of World Environment Day Australian, Antarctic, Nazca, North American, South Observe, measure, record and present the - Describe and understand key aspects of climate uman and physical features in the local rea using a range of methods including American, African, convection current, mantle, destruc-Earth Day tive plate boundary, constructive plate boundary, magma UK Regions ketch maps, plans, graphs and digital locate countries and geographical Great Big Green Week and understand key aspects of settlechamber, bedrock, base, flank, pyroclastic flow, lava, Rivers composite volcano, shield volcano, viscous, mineral, tour-Identify human and physical features and key - Explore the human and physical features located in different regions of the UK What features will I see at my local river? Fieldwork: local area walk and The River **UK Regions** - Use four-figure grid references to build knowledge of a region of the UK Observe, measure, record and present the human and physical features of the local river (including how data on how fast it is ism, geo-thermal, geysers, active, dormant, extinct, lahar, Rom at The Chase Country Park ntify how a UK city has changed over time Develop an understanding of the topography of a magnitude, focus, epicentre, Richter Scale, seismograph, South America Use maps and digital/computer mapping seismic waves, aftershock - Locate the world's countries, using maps to focus on South America, concentrating on its environ-mental regions, key physical and human characterflowing) using a range of methods including sketch maps, plans, graphs and digital Explore how an area has changed over time - Use eight points of a compass to describe location - Use symbols and keys of OS maps to build knowledge of the UK Embedding equality and diversity Chil-Unit 2, South America: Understand and explain the water cycle dren will study favelas in Rio, Brazil, istics, countries and major cities—Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich - Understand and describe the key features of Northern Hemisphere, Southern Hemisphere, Tropic of and explore how these differ from the - Use maps, atlases and globes to locate countries and describe features studied Give a simple explanation for how rivers are more affluent areas, such as Barra Da Cancer, Tropic of Capricorn, Antarctic Circle, Arctic Circle, Prime/Greenwich Meridian, equator, longitude, Develop an understanding of the continent through exploration of its geographical regions and how these differ Rivers latitude, time zones, tropical rainforest, Cerrado, Panta nal, Pampas, Caatinga, Mata Atlantica, region, climate. precipitation, similarities, differences, rich, poor, Barra Name and locate rivers around the world da Ti juca, Rochinha, favela, indigenous, tribe, uncontacted, generations Unit 3, UK Regions: Country, region, county, traditionas, political structure, landmark, topographical, OS map, settlement, economic activity, transport, product, soil, vegetation, north, south east, west, north-east, north-west, south-east, south-west, London, Docklands, development, British Values, democracy, rule of law, liberty, mutual respect, multicultural, nationalities, migrant, migration, immigrant, appealing, World Environment Day four-figure grid reference Earth Day Observe, record and present data about the Understand and describe the climate, vegetation and human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies. Unit I. In the Desert: Great Big Green Week Mountains Climate zone, vegetation belt, biome, ecosystem, animal, Volcanoes and Earthquakes Fieldwork: school walk and Eastbrookend Understand and describe the key features of mounvegetation, rainfall, forest, desert, tundra, grassland, Country Park taiga, precipitation, characteristics, environment, ocean, In the Desert Use fieldwork to observe, record, measure Volcanoes and Earthquakes - Use maps and atlases to locate countries and describe features (deserts). Embedding equality and diversity Chilseason, soil, temperate, temperature, Tropic of Cancer, and present findings using a range of meth-ods including sketch maps, plans, graphs and digital technologies Mountains Describe and understand key aspects relating to the listribution of minerals and energy (advantages of Tropic of Capricorn, equator, north, south, east, west, Name and locate mountains around the world - Use digital computer mapping to locate countries and describe its features (Using Google Earth to find Mount Everest in the Himalayas and which countries this range covers). Mountains China and West Africa and how people Volcanoes and Earthquakes ing near to a volcano) compare, similarities, differences, adaptions, north-east, Describe and understand key aspects of volcanoes where they are found, the different types and their eatures) and earthquakes (how, why and where they Locate the world's countries when exploring the north-west, south-east, south-west, desertification, consealso learn about Tenzing Norgay, the cation of volcanoes and earthquakes quences, positive, negative, population Nepali-Indian Sherpa, who was the first individual to reach the summit of Moun Unit 2. The UK: Volcanoes and Earthquakes Everest. Children will also study the -Use maps and atlases to locate countries and describe features studied impact of volcanic eruptions and earth-British Isles, UK, Great Britain, London, Cardiff, Edinburgh, Belfast, south, north, east, west, north-east, north-west, south-east, south-west, capital city, country, OS map, human, physical, feature, contour lines, population, similarities, differences Unit 3, Mountains, Rivers and The Water Cycle: Mountain, peak, ridge, glacier, moraine, crevasse, foothills, altitude, avalanche, North America, South America ca, Europe, Africa, Asia, Oceania, Antarctica, summit, sea level, continent, range, freestanding, plate, magma, inner core, crust, outer core, mantle, dome, fault block fold, evaporation, water vapour, clouds, condensation, precipitation, run-off, river, water cycle, upper course, middle course, lower course, source, estuary, meander, tributaries, erosion, deposition, bed, bank, channel, con-Hot and Cold Places fluence, flood plain, drainage basin, valley World Environment Day Where are the hot and cold areas of our al and daily weather patterns in Earth Day Unit I, Hot and Cold Places: Use a thermometer to identify hot and cold the location of hot and cold areas of the relation to the Equator and the North reas around school and present findings using Hot and Cold Places Great Big Green Week -Revisit use of compass directions (North, South, East and West) Fieldwork, data, school, map, key, hot, cold, thermometer, equator, North Pole, South Pole, continent, ocean, Weather in the UK Fieldwork: school walk, City of London Identify features of a rainforest, desert, at the North Pole and the South Pole What is the weather like in our local area this to mark hot and cold areas -Revise the seven continents and five oceans Northern Hemisphere, Southern Hemisphere, rainforest, Study differences and similarities of human and Weather in the UK tropical, soil, vegetation, desert, Sahara, polar, tundra, Weather in the UK - Use world maps and atlases to identify the UK, its countries and surrounding seas - Use observational skills and weather equipment Embedding equality and diversity Chil-Antarctica, temperature (for example, wind vane, rain gauge anemome-Collect data to explore daily weather patterns in o all area of the UK Use compass directions and locational language t dren will study London, completing a piece ter and a thermometer) to collect daily data Unit 2, UK Weather: of fieldwork to gather information on the Life in a City about the weather in the local area - Use geographical vocabulary, such as town, village, city, factory, farm, house, office, port, Hot, cold, warm, chilly, weather, temperature, degrees human and physical features Children will then learn about Cape Celsius, north, south, east, west, rainfall, wind speed, harbour and river Devise a map of a city and construct a basic key with symbols Use observational skills to study human and Town and explore the differences between direction, observations, country, UK, England, Northern physical features of the nearest city ·Identify characteristics of the four countries and apital cities of the UK (weather characteristics). Ireland, Ireland, Scotland, Wales, London, Edinburgh, Life in a City Cardiff, Belfast, North Sea, Irish Sea, Atlantic, English - Name and locate four countries and capital cities of the UK Channel, global warming, climate change, greenhouse gases, smog, drought, flooding Unit 3, In the City: World Environment Day City, London, Cardiff, Belfast, Edinburgh, atlas, map, Earth Day capital city, factory, office, school, port, shops, houses, human, physical, feature, map, key, symbol, north, Great Big Green Week south, east, west, compass, town, village, farm, weather, sea, ocean, Tropic of Cancer, Tropic of Capricorn, Fieldwork: school walk, local area walk fieldwork, sketch, data, vegetation and Barleylands Farm Unit I, Our School & Where We Live: Embedding equality and diversity UK, England, Northern Ireland, Scotland, Wales, coun-Our School and Where we live Our School and Where we live Children will study Nigeria, in particular, try, ocean, sea, feature, school, near, far, left, right, the city of Lagos. They will then com-Use observational skills to study the human and north, south, east, west, compass, human, physical, pare the human and physical features Continents and Oceans house, school, road, hill, office, map, route, journey, Our School and Where we live there, to the human and physical feature - Identify daily weather in a hot place my local area mostly human or physical? - Use a globe and an atlas to identify the location of the UK - Use observational skills to study the human and physical features of the local area shop, fieldwork, data - Compare daily weather in a hot place to the weather of the local area Our School and Where we live - Use an atlas to find and name the 4 countries of the Life on a Farm Unit 2, Continents and Oceans: - Use geographical language, such as farm, house, shop, livestock - Use aerial photographs to find and identify the school
- Use a plan perspective to identify different areas of
the school Continents and Oceans - Use observational skills to study human and physical features of a farm North, south, east, west, compass, continent, Africa, Name and locate the seven continents and five Asia, Europe, Antarctica, Oceania, North America, - Compare <mark>human and physical features</mark> of Rio de Janeiro (or other Non-European location) to those South America, Atlantic, Pacific, Southern, Indian, - Use aerial photographs to identify local landmarks and human and physical features Arctic, ocean, Asia, Oceania, Africa, Europe, Rio de of the local area Life on a Farm Janeiro, New York, Sydney, Nairobi, Svalbard, Mumbai, Continents and Oceans - Look at similarities and difference between a South Pole, North Pole, cold, warm, hot, temperature, farm and the local area continents and five oceans. beach, mountain, forest, harbour, similar, different, Use compass directions and directional language city, map, key, symbol Devise a simple map and construct a basic key with support Life on a Farm Unit 3, On the Farm: - Use aerial photographs to identify landmarks and human and physical features Farm, farmer, farmhouse, shop, crops, livestock, arable mixed, soil, human, physical, feature, map, key, symbol, - Construct a key for a given map EYFS similar, different, north, south, east, west, compass, - Begin to understand the need to respect and care sketch, photograph, fieldwork, data

-Know that there are different countries in the

-Recognise some environments that are different to

experienced or seen in photographs

 Talk about what is seen, using a wide vocabulary
 Recognise some similarities and differences between life in England and life in other countries

- Know some similarities and differences between the natural locality and contrasting environments

· Understand the effect of changing seasons on the

FYES

- Draw information from a simple map

Explore the natural world

· Describe what is seen, heard and felt outside,

GOA S

Personal, Social and Emotional

Expressive Arts and Design

Creating with Materials

Managing Self