OLD BUCKENHAM
PRIMARY SCHOOL

Geography 2025-26

	Autumn 1	Spring 1	Summer 1
EYFS	A place called home	Out and about: exploring our local area and school grounds.	Our pen pals: The United Kingdom and Kenya.
Y1	What is the geography of where I live?	How does the weather affect our lives?	Why do we love being beside the seaside?
Y2	Why don't penguins need to fly?	Why does it matter where my food comes from?	How does the geography of Kampong Ayer compare with the geography of where I live?
Y3	Why do some earthquakes cause more damage?	Beyond the Magic Kingdom (Florida)	Why do so many people in the World live in Megacities?
Y4	How can we live more sustainably?	How and why is my local area changing?	Why are jungles so wet and deserts so dry?
Y5	How do volcanoes affect the lives of people on Hiemaey?	What is a river?	Why are mountains so important?
Y6	How is climate change affecting the world?	Why is fair trade fair?	Who are Britain's National Parks for?

EYFS Year R	Year 1	Year 2
Key Objectives	**Key Objectives**	**Key Objectives**
Skills *Compare, contrast, describe, explain, identify, locate, measure, observe, present, reason, recognise, record, understand.* ***Knowledge*** **<u>Autumn 1: A place called home.</u>** **<u>Who lives with me in my home?</u>** **Focus:** Explore different homes, recognising features from their own home compared with other homes. *How does where I live compare with other homes and families around the world?* *Does everyone in the world have a favourite pair of shoes?* *What else can I discover about the countries where each family lives using Google Earth?* <u>Why?</u> This is most relevant and meaningful to our children as they are naturally becoming more aware of different people from different walks of life, whilst also starting to understand how they fit into the world. They are understanding and developing a sense of identity and self. <u>Key content threads:</u> •The wider world •Children's lives •Homes •Families •Environments •Maps **<u>Spring 1: Out and about: exploring our local area and school grounds.</u>** **Focus:** Explore our immediate local area (school grounds and investigating the local area), thinking	**Skills** Categorise/classify, compare and contrast, describe, identify, map reading, observe, reason/speculate, recall, recognise, select, sequence, summarise. **Knowledge** **<u>Autumn 1: Introduction: 'What is geography?' / What is the geography of where I live?</u>** 1. What is geography all about? 2. Whereabouts in the United Kingdom do I live? 3. What does Google Earth tell me about the geography of the local area? 4. What are the main land uses within my local area? 5. How can we introduce people to the physical and human geography of our local area? <u>Core knowledge</u> • To understand that geography is the study of people and places. • To identify and locate where we live: our school, home town, city, nation, country and continent. • To know the four nations of the country. • To identify geographical features of our school and land use in the local area. • To know some ways that land use is different in the town and countryside. • To know what a map is and how one can be used <u>Hinterland Knowledge</u> • To know what their address is. • To know the difference between human and physical geographical features (such as town, city, farm, port, hill, coast, river etc). • To know the biggest cities of the four nations of the United Kingdom.	**Skills** Categorise/classify, compare and contrast, describe, identify, map reading, observe, reason/speculate, recall, recognise, select, sequence, summarise. **Knowledge** **<u>Autumn 1: Why don't Penguins need to fly?</u>** 1. Where is Pip's home and what do we find there? 2. How are penguins able to survive in Antarctica? 3. How does Antarctica compare with the Sahara Desert? 4. How is the Arctic different from the Antarctic? 5. Why are there no Polar Bears in Antarctica? 6. Why do Marco and Polo find visiting each other so difficult? 7. So why don't penguins need to fly? <u>Core Knowledge</u> • To know and locate the seven continents and five oceans. • To know simple compass directions (North, South, East, West). • To identify ways penguins are adapted to the Antarctic environment. • To identify the key geographical features of the Antarctic environment. • To identify the key geographical features of the Sahara Desert. • To explain why Antarctica is a desert despite being the coldest place on Earth. <u>Hinterland Knowledge</u> • To know some similarities and differences between the Arctic region and Antarctica and offer reasons for differences. To identify countries in Africa which lie within the Sahara Desert.

about what makes our school and Old Buckenham special. Using floor maps and jigsaws to introduce and develop geographical concepts, skills and vocabulary. Contrast our local area to our learning about the Polar Antarctic region. Why? Begin to develop a broader understanding of the immediate world around our children, thinking about the local area that is familiar to them. Key content threads: •The school grounds •Local area •Environments – experienced and virtual •Physical (natural) features •Human (built) features •Maps **Summer 1: Our pen pals: The United Kingdom and the wider world: Kenya.** **Focus:** Build on our understanding of our locality by focusing on what makes Norfolk special. Compare and contrast our locality to Kenya in Africa Why? Focusing on what makes Norfolk special as a locality is key for our children as this is relevant to where they live. Our Pen Pal Partnership to Longonot DEB School in Kenya makes this a purposeful place to study, as links to this country are made throughout the year. Key content threads: •United Kingdom •The Wider World •Environments – experienced and virtual •Physical (natural) features •Human (built) features •Maps **Throughout learning children will:**	• To use Google Earth layers to identify and offer reasons for changes in land use in the local area. • To use online maps to plot and describe a geographical walk around the local area. **Spring 1: How does the weather affect our lives?** 1. What is the weather? 2. How do great artists paint the weather? 3. How does the weather change through the four seasons of the year? 4. Why isn't the weather the same everywhere in the world? 5. How can Antarctica be a desert when it's the coldest place on Earth? 6. Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar? Core Knowledge • Pupils will know that weather symbols represent different weather conditions. • Pupils will know how to identify seasonal and daily weather patterns in the UK compared to the equator. • Pupils will know how weather can be measured (e.g. thermometer, rain gauge). • Pupils will know why weather isn't the same everywhere in the world. • Pupils will name and locate the world's seven continents and five oceans. Hinterland Knowledge • Pupils will know why weather is different when we go on holiday. • Pupils will know why so much the Earth is covered in water. • Pupils will know why we use weather symbols rather than words. • Pupils will know how people predict the weather **Summer 1: Why do we love being beside the sea?** 1: How is the seaside different from other places? 2: How do people enjoy themselves at the seaside? 3: What else did Sally find living in the rock pools at Wembury?	• To know the components of the food chain of an Emperor Penguin • To know how camels are adapted to the Saharan environment. • To identify similarities and differences in geographical features between Antarctica and the Sahara. **Spring 1: Why does it matter where my food comes from?** Core Knowledge 1. Pupils will know what a farm is and what the 3 types of farming are in the UK. 2. Pupils will know what happens on a dairy farm. 3. Pupils will know milk is used as a raw material in dairy products. 4. Pupils will know the physical and human features of the rural and urban landscapes 5. Pupils will know how weather conditions in Devon compare with those of the UK as a whole (and revise the UK countries and seas). 6. Pupils will know the most popular fruits in the UK and where it is produced. 7. Pupils will know some of the benefits of buying foods locally. Hinterland Knowledge • Pupils will consider what kinds of farms are near school. • Pupils will know why the weather in Devon makes it an ideal place for dairy farming. • Pupils will know the physical and human features of the rural and urban landscapes of Devon (e.g. mountains, hills) • Pupils will know the different food groups. • Pupils will know what trade is and what importing and exporting means. • Pupils will know the stages of growing bananas and exporting them to the UK. **Summer 1: How does the geography of Kampong Ayer compare to where I live?**

Explore their outdoor area, school grounds and local environment Identify some of the physical and human features they observe during these visits Notice and describe these features using some appropriate geographical vocabulary and simple map work Recognise and describe some of the features of the United Kingdom and other countries which are different from the environment in which they live Describe some similarities and differences between their home and the homes of children living in other countries Recognise some similarities in the way that children live in other parts of the world Understand that children's lives in other countries may be different to their own Build a rich bank of vocabulary to describe a range of environments Develop an awareness that environments change Understand the purpose of a map	4: How do people affect the beach at Wembury? 5: Whereabouts in the world is Wembury? 6: How have our seaside holidays changed since the 1970s? 7: How have great artists and composers represented the seaside? <u>Core Knowledge</u> • Pupils will know the difference between human and physical geographical features such as urban areas (cities and towns, factories, port, shops), coasts, rural areas (fields, countryside, farms). • Pupils will know some human and physical features of seaside environments. • Pupils will know why it is important to protect living things at the seaside. • Pupils will know what popular activities are undertaken at the seaside. • Pupils will name the world's seven continents and five oceans. <u>Hinterland Knowledge</u> • Pupils will know the names of some local seaside locations. • Pupils will know how to stay safe at the seaside. • Pupil will know how people can take better care of our seaside environments. • Pupils will know some differences between local and international seaside environments	1. How does the location of Kampong Ayer compare with where I live? 2. How do people's homes at Kampong Ayer compare with mine? 3. How does the weather at Kampong Ayer compare with the weather where I live? 4. How do people in Kampong Ayer travel around compared with how people travel around where I live? 5. How does the natural environment around Kampong Ayer compare with the natural environment around where I live? <u>Core Knowledge</u> • Pupils will know what a town/city, country and continent is. • Pupils will know the location of Brunei and the capital city, Banda Seri Bagawan and Kampong Ayer. • Pupils will know the location of where they live and the capital city, London. • Pupils will know that weather conditions change. • Pupils will know the distribution of tropical climates of the world. • Pupils will know the main features of a tropical climate. • Pupils will know the climate in Brunei and the UK. • Pupils will know what physical and human features are and how to compare two different localities. <u>Hinterland Knowledge</u> • Pupils will know the structure of tropical rain forest vegetation. Pupils will know the main physical and human features of Kampong Ayer and of their locality. • Pupils will know the structure of tropical rain forest vegetation. • Pupils will know what a typical home looks like in Kampong Ayer compared to their own. Pupils will know about common forms of transport in Kampong Ayer. • Pupils will know why boat building is so important to people living in Kampong Ayer.

		• Pupils will know the weather conditions experienced on a typical day in Banda Seri Bagawan.
ELG: Understanding the World <u>People Culture and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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. <u>The Natural World</u> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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.	**NC expectations** 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 UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use basic geographical vocabulary to refer to key physical and human features. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Use simple observational skills to study key human and physical features of environments. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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. Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.	**NC expectations** 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 UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use basic geographical vocabulary to refer to key physical and human features. 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. Use simple observational skills to study key human and physical features of environments. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 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. Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.

Vocabulary: Home, family, city, village, country, Greenland, New York, United States of America, river, rainforest, Brazil, Kenya, houseboat, canal, Amsterdam, Netherlands, desert, Australia, tent, Mongolia, map, globe. Street, mountain, city, farm, tea leaves, plantation, Maasai, beach, sea, waves, trees, wood, forest, pond, lake, town, skyscraper, park, apartment, fields, island, Sami, Northern Lights, ice, snow, Arctic, river. Amazon, rainforest, waterfall, sand, sand dune, desert, grass, grassland, hill, valley, coastline. Uganda, country, garden, poppy, mat, dawn, village, can, hill, field, guard, soldier, borehole, supply, struggle, truck, peek, neighbour, sloshing, chores, tenderly, bouncy, weaves, trade. Land, sea, island, coastline, stream, river, lake, farms, plantation, cactus, bridge, windmill, lighthouse, cliff, valley, waterfall, grassland, temple, volcano, mountain, fields, houses, buildings, beach, bay, city, mosque. Location. position, route, place, situation, site, point, area, environment, map, surroundings, near, faraway, close, distant, satellite photograph, aerial, road, physical feature, natural, human feature (plus distinctive vocabulary particular to individual school grounds e.g., pond, trees, field, car park, wildlife garden, recycling area, composting site, vegetable plot, hedge, fence etc. Map, route, locality, physical features, human features, satellite photograph, fieldwork and vocabulary pertaining to specific localities e.g., shop, office, factory, police station, field, farm, hedgerow, mosque, bridge, church etc. Land, water, sea, continent, ocean, globe, world map, country, World, Earth, United Kingdom, symbol, planet, route.	**Vocabulary:** place, people, environment, natural, geography, map, global, physical, United Kingdom, village, town, city, country, countryside, capital, building, living, learning, shop, local, holiday, human, forest, beach, farmland, key, land use weather, rainfall, temperature, local, sunshine, wind, fog, snow, drought, cloud, thermometer, rain, rain gauge, season, winter, spring, summer, autumn, ice, country, city, equator, north pole, south pole, continent, ocean, atmosphere, earth, united kingdom, England, map, globe, symbol North America, South America, Asia, Africa, Antarctica, Europe, Oceania, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean, Compass, River, Island, Capital, Region **Summer: Seaside, shore, coast, beach, sand, sea, ocean, salt water, rock pool, pebbles, cliff, tide, waves, natural, human, habitat, food chain, food, water, shelter, countryside, town, city, location, map.** Urban, rural, pollution, degrade, environment, creatures, adapt, survive, adaptation, camouflage, protection, nutrition, compass, alive, dead, never alive, Continents (North America, South America, Europe, Africa, Asia, Australia), Oceans (Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean), Shore Crab, Barnacle, Limpet, Strawberry Anemone, Shore Clingfish, Cushion Starfish, Prawn, Shanny, Hermit Crab, Green Sea Urchin, Bladderwrack, Plankton, Herring Gull.	**Vocabulary:** Autumn: food chain, polar, continent, adaptation, desert, geographical features, mountains, icebergs, glacier, coastline, habitat, predator, equator Spring: raw materials, export, import, manufacture, refine, pasture, plantation, nutrition, tropical, temperate Summer: physical feature, human feature, environment, region, land use, country, location, transport, economic activity, distribution, climate, northern hemisphere, southern hemisphere, southern hemisphere, ecosystem, settlement

SMSC ideas	**SMSC ideas** Seaside safety, environmental protection and caring for the environment.	**SMSC ideas**
Enrichment ideas Pen pals with Kenyan Partnership School Norfolk Wildlife Trust (Lifecycle of a Tadpole; Dyke Dipping Experience; Wild Art on the Broads) Beekeeper Visitor Wroxham Barns Food and Farming Visit (Planting Own Seeds; Digging Up Farm Crops) Harvest Festival Earth Day – Planting Celebration Day of Welcome Valentine's Day – local traditions	**Enrichment ideas** Experiences & Provocations • Visit from ITV weather. Using a map to go on a walk around the school/local area to see what they notice about the area. Experiences & Provocations • Create a weather book to record and measure weather at school Become a weather reporter and use subject specific vocabulary to predict what the weather will be like in your local area.	**Enrichment ideas** Experiences & Provocations • Pupils will experience the curriculum by: o Watching videos o Listening to stories o Use aerial photographs o Use world maps and globes Experiences & Provocations • Pupils will experience the curriculum by: o Homework collect / look at food packaging at home. Locate countries it comes from on a word map. o Cross curricular link to ICT/ Maths data handling. o Farm visit o Fruit tasting

Year 3	Year 4	Year 5	Year 6
Key Objectives	**Key Objectives**	**Key Objectives**	**Key Objectives**
Skills Comparing and contrasting, describing, empathising, explaining, map reading, reasoning and speculating, selecting, sequencing, synthesising. **Knowledge** **<u>Autumn 1: Why do some earthquakes cause more damage than others?</u>** 1. Why won't Paula and Richard forget 22 February 2011? 2. How has the New Zealand been affected by earthquakes in the past? 3. Why does New Zealand have so many earthquakes? 4. Why don't the largest earthquakes always cause the most destruction? 5. Why do most volcanoes happen in the same places as earthquakes. <u>Core knowledge</u> • To locate Christchurch on a map, including its country and continent. • To explain the causes of earthquakes. • To explain why New Zealand experiences earthquakes when they don't occur in many other areas of the world. • To identify and explain the causes of volcanoes. • To explain why volcanoes often occur at the same location as earthquakes in places. <u>Hinterland knowledge</u> • To locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources.	**Skills** Comparing and contrasting, describing, empathising, explaining, map reading, reasoning and speculating, selecting, sequencing, synthesising. **Knowledge** **<u>Autumn 1: How and why is my local area changing?</u>** 1. Why do places change? 2. How has my local area changed in the past? 3. How did my local areas change as a result of World War 1? 4. How and why dos the quality of the environment change in my local area? 5. How do NASA satellite images inform us of environmental change on a global scale? <u>Core knowledge</u> • To know that environments change. • To identify some environmental changes in the local area and give reasons for those changes. • To identify examples of natural events and human activity which cause environmental change. • To identify and observe changes that have occurred in the school and its grounds. • To use satellite images to observe environmental change. <u>Hinterland knowledge</u> • To understand that change may be the result of deliberate human activity to improve the quality of life.	**Skills** Comparing and contrasting, describing, empathising, explaining, map reading, reasoning and speculating, selecting, sequencing, synthesising. **Knowledge** **<u>Autumn 1: How do volcanoes affect the lives of people in Hiemaey?</u>** 1. Where does Saethor take his dog Tiryfor a walk everyday? 2. Where do Saethor and Tiry live? 3. How do geographers describe the Westman Islands? 4. How does the physical and human geography of Hiemaey compare with the area in which I live? 5. Why are there so few trees on Hiemaey? 6. Why are there volcanoes on Hiemaey? 7. How were the people of Hiemaey affected when Eldfell erupted? 8. Why do the people of Hiemaeygo on living next to an active volcano? <u>Core Knowledge</u> • To identify and compare the countries of Europe and their populations. • To know the five main lines of latitude of the world and the location of the hemispheres and poles. • To explain how volcanoes are formed. • To describe the structure of a typical composite volcano. • To consider and describe the benefits or disadvantages of living in close proximity to an active volcano. <u>Hinterland Knowledge</u>	**Skills** Comparing and contrasting, describing, empathising, explaining, map reading, reasoning and speculating, selecting, sequencing, synthesising. **Knowledge** **<u>Autumn 1: How is climate change affecting the world?</u>** 1. Why is Elhaji cleaning shoes on the streets of Banjul? 2. Why can't Olivia afford to insure her home? 3. Why are people living in Starcross making flood plans? 4. Why do Lars and Sofie disagree about how nice the weather is? 5. Why are people all over the world noticing that the weather they are used to is changing? 6. What have the countries of the world agreed to do about global warming? <u>Core Knowledge</u> • To understand the difference between weather and climate. • To describe the climate of polar, temperate and tropical regions. • To explain what the greenhouse effect and global warming are. • To identify some of the changes being caused by climate change and their impact on people. • To identify countries around the world where weather patterns have been affected by climate change. • To identify some of the actions countries have taken to reduce global warming.

• To observe and record the distribution of earthquakes in New Zealand over the past two hundred years. • To understand why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. • To locate and describe why so many earthquakes and volcanoes occur around the Pacific Ring of Fire. **Spring 1: Beyond the Magic Kingdom: what is the sunshine state really like?** 1. Why is the magic kingdom the most popular theme park in the world? 2. Where is the magic kingdom? 3. Why did the great Maya civilisation of central America come to an end? 4. Why do tourists come to the magic kingdom from some countries and not others? 5. Why is the state of Florida a peninsula? Core knowledge • Pupils will know that the United States of America is divided into fifty states. • Pupils will know the location and main physical and human features of the state of Florida. • Pupils will know why the Magic Kingdom theme park in Florida a popular destination for tourists is. • Pupils will know the pattern of overseas visitors to the Magic Kingdom theme park. • Pupils will know why the Kennedy Space Centre is located on the east coast of Florida.	• To explain how significant national or local events can create change in the local environment. • To demonstrate understanding of how the quality of the environment may change within the local area. • To explain the impact of environmental change in one threatened region of the world. **Spring 1: How can we live more sustainably?** 1. What does being sustainable actually mean? 2. How can we help make ou school more sustainable? 3. Why are we seeing more wind and solar farms in the countryside? 4. How is sustainable development helping the lapwing out of the red? 5. How are solar cookers helping Sunita and her family live more sustainably? Core knowledge • Pupils will know what living sustainably means. • Pupils will identify, describe and explain the differences between renewable and non-renewable resources. • Pupils will discuss sustainability at Old Buckenham Primary and create an Action Plan to help the school become more sustainable. • Pupils will know how solar panels and wind turbines generate electricity. • Pupils will know how sources of energy used to make electricity in the UK are changing. • Pupils will know why creating new habitats for birds is a good for sustainable development.	• To identify and compare the major cities, rivers and mountain of Europe and their populations. • To identify the cities and main physical and human features of Hiemaey in Iceland. • To consider why some places, such as the UK, don't have volcanoes and the geographical reasons for this. • To explore the impacts of some famous volcanic eruptions. • To explain why earthquakes are more dangerous than volcanoes. **Spring 1: What is a river?** 1. How does the course of the River Axe change from source to mouth? 2. How does the course of my local river change from source to mouth? 3. Why are river estuaries such important places for wildlife? 4. Why are rivers such an important part of the water cycle? 5. How has the Isle of Dogs changed since the reign of Henry VIII? 6. Why is river flooding such a problem in Bangladesh? 7. How do we know what happened to the River Thames during the Little Ice Age? Core Knowledge • Pupils will know how the course of a typical river changes from source to mouth and the physical features it creates. • Pupils will know why these physical features are formed. • Pupils will know what an estuary is. • Pupils will know the main physical and human uses of estuaries. • Pupils will know what the water cycle is.	Hinterland Knowledge • To describe and explain some of the changes being caused by climate change and their impact on people in: The Gambia, Victoria in Australia, coastal areas of the UK (including our local area) and Greenland. • To identify what the UK government is doing to reduce carbon emissions. • To explain the effects of climate change in the poles and how it will affect habitats. • To explore fossil fuels and renewable energy sources. • To suggest actions individuals and communities can take to reduce global warming. **Spring 1: Why is fair trade fair?** 1. Why was this road so important two thousand years ago? 2. Why does Marco Polo visit the United Kingdom every eleven weeks? 3. What does the United Kingdom export to the people of China? 4. Why isn't trade always fair for some people such as Melvin? 5. Why is fair trade fair? Core Knowledge • Pupils will know what trade involves. • Pupils will know what exporting and importing goods means. • Pupils will know why the terms of international trade are not always fair to producers in poorer countries. • Pupils will know what being a certified Fairtrade producer of commodities such as bananas means. Hinterland Knowledge

• Pupils will know why sea turtles in Florida are endangered and what is being done to conserve them. • Pupils will know why the climate of Florida attracts British tourists. • Pupils will know how a hurricane forms and why they are a threat to Florida. <u>Hinterland Knowledge</u> **<u>Summer 1: Why do so many people in the world live in Megacities?</u>** 1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world with one million people? 3. Why is Milton Keynes the UK's fastest-growing city? 4. Why is Brasília the fastest-growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages? <u>Core Knowledge</u> • Pupils will know the key features of cities and suggest reasons for why people live in cities of such high density. • Pupils will know why Baghdad was the first city in the world with a million inhabitants. • Pupils will know the top 10 cities in the UK with the largest populations. • Pupils will know the top 10 fastest-growing cities in the UK. • Pupils will know why the population of any city can increase. • Pupils will know the largest cities in South America the features of the city of Brasília, capital of Brazil.	<u>Hinterland Knowledge</u> • Pupils will know how electricity is generated in hydroelectric power stations. • Pupils will consider whether introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable. • Pupils will explain ways in which their lives at home could be more environmentally sustainable. **<u>Summer 1: Why are jungles so wet and deserts so dry?</u>** 1. Why is climate different across the UK? 2. What are the world's climates? 3. How do climate graphs help geographers compare the climate of one place with another? 4. How does the climate affect the plants and animals living in a place? 5. Why is the jungle of the Amazon Rainforest so wet and humid? 6. Why is Arica the driest inhabited place on Earth? <u>Core Knowledge</u> • Pupils will know the pattern of climate in the UK. • Pupils will know the distribution of different types of climates around the world. • Pupils will know how temperature and rainfall data compare in different climates. • Pupils will know how climate affects both the landscape of different biomes and the plants and animals that can live there.	• Pupils will know rivers play an important part in the water cycle. • Pupils will identify and locate river and features using grid references, OS symbols and the 8 point compass. <u>Hinterland Knowledge</u> • Pupils will know the causes and effects of flooding in the UK and wider world. • Pupils will study the Norfolk Broads and the river networks. • Pupils will know and understand how water is contained within the water cycle and appreciate that this water has always been on the planet. ~~*• Pupils will know where the famous meander 'Isle of Dogs' is located along the River Thames.*~~ ~~*• Pupils will explore why the port and docks of London declined and closed very quickly in the 1950s and 1960s.*~~ **<u>Summer 1: Why are mountains so important?</u>** 1. Why are the three mountains of Olympus, Mauna Kea and Everest so famous? 2. How were the world's greatest mountain ranges formed? 3. Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? 4. Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? 5. How are the Cambrian Mountains different from the Himalaya Mountains? 6. Why is the climate such a challenge for Derek? 7. Why do tourists visit the Cambrian Mountains?	• Pupils will know about the range of Fairtrade products currently available in the UK. • Pupils will know why St. Lucia is an important banana producer. • Pupils will know what the Silk Road is and why it was once the most important trading route in the world. • Pupils will explore the importance of the Suez Canal and the impact it has on trade in the UK. Pupils know the main commodities that the UK imports from China and the most important goods it exports in return. • Pupils will know what a container is and why Southampton is such an important container port in the UK. **<u>Summer 1: Who are Britain's National Parks for?</u>** 1. Why are National Parks described as Britain's 'breathing spaces'? 2. What else makes National Parks so important? 3. Why do National Parks welcome visitors? 4. Why is protected land so important in Southwest England? 5. Why are so many people attracted to The Valley of Rocks? 6. Why is Merrivale such an important prehistoric site? 7. Why are farmers so important in our National Parks? 8. How are National Parks looked after? 9. How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida? <u>Core Knowledge</u>

• Pupils will know the benefits and disadvantages of city life. <u>Hinterland Knowledge</u>	• Pupils will know why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall. • Pupils will know natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world. <u>Hinterland Knowledge</u>	8. How else is the precious resource of water used in the Cambrian Mountains? <u>Core Knowledge</u> • Pupils will know what a mountain is and the names and location of the main ranges and fold mountains in the world and UK. • Pupils will identify and locate relief and features using 6-figure grid references, OS symbols and the 8 point compass. • Pupils will know how different mountain ranges are formed. • Pupils will know the different layers of the Earth. • Pupils will know the three main types of rock. • Pupils will know about the different types of fossils and how each formed. <u>Hinterland Knowledge</u> • Pupils will explore why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924. • Pupils will explore the climate and physical and human features of the Cambrian mountains in Wales, and how these differ to Norfolk. • Pupils will explore how continental drift has affected the location of fossils.	• Pupils will know the names and locations of some National Parks of Great Britain. • Pupils will know the main distinctive physical features of National Parks. • Pupils will know what the three aims or purposes of National parks are and that sometimes they conflict with each other. • Pupils will know the main land use of National Parks. • Pupils will know why farming and farmers are important in helping to achieve the aims of the National Parks. • Pupils will know how and why National Parks in the USA are similar and different from National Parks in Great Britain. <u>Hinterland Knowledge</u> • Pupils will know how the different National Parks in the UK differ in terms of their land use, landscape and heritage. • Pupils will explore the impact of tourism on National Parks in the UK. • Pupils will find out about charities such as the National Trust. • Pupils will know what the term ‘cultural heritage’ means.
NC expectations 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.	**NC expectations** 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.	**NC expectations** The countries (including the location of Russia), major cities and key physical and human geography of Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the	**NC expectations** 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.

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). 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 Ordnance Survey maps) to build their knowledge of the UK and the wider world. 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. 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	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). 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 Ordnance Survey maps) to build their knowledge of the UK 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. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use	Prime/Greenwich Meridian and time zones. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 UK, 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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Name and locate counties and cities of the UK, 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). 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

land-use patterns; and understand how some of these aspects have changed over time.	patterns; and understand how some of these aspects have changed over time.	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.	
Vocabulary: Autumn: Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income. Spring: Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; Empire; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Astronomy; Environment; Choropleth map; Key; Quality of life; Reliability; Trustworthiness; Peninsula; Coast; Sea; Satellite; Physical features; Human features; Space; Exploration; Mission; Trajectory; Axis; Orbit;	**Vocabulary:** Autumn: Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities. **Spring:** Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy;	**Vocabulary:** Continent, equator, hemisphere, climate, eruption, evacuation, earthquake, distribution, population, refugees landscape, precipitation, adaptation, volcano, evacuate, archipelago, glacier, geothermal, fjord, growing season, crust, mantle, core, tectonic plate, remote, constraint, solidify, processing, mid-Atlantic ridge, magma, lava, rock River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria;	**Vocabulary:** landscape, renewable, conservation, estuary, hazard, drought, estuary, desertification country, ice sheet, raw material, heatwave, mitigation, atmosphere, coast, emission Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rocks, armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory;

Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Region; Weather; Climate; Temperature; Precipitation; Sunshine; Intense; Shallow; Oblique; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades. Map, city, village, town, settlement, capital (city), population, continent, key, scale, Islam, civilisation, river, trade, bridge, mountain, transport, government, coast, historic, pollution, crime, homelessness, megacity. Urban, rural, distribution, population density, migration, human geography, physical geography, high-rise, district, canal, employment, economy, housing, services, business, accessibility, communication, political map, parliament, stock exchange, shanty, favela, pampas grassland, tropical rain forest, architecture, cost of living, smog, urbanisation, congestion.	Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker.	Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate. landscape, hazard, course, estuary, profile, habitat, ecosystem, pollution, water cycle, confluence, port, dock, financial, commercial, monsoon, meander, oxbow lake, delta, erosion, mouth environment, distribution, location, processes, interdependence, interaction, settlement, land use, relief, climate, tourism, region	Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel. Goods, services, consumer, producer, ethical, cooperative, port, domestic, international, export, import, trade, fair, commodities, container Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.

			physical feature, human feature, environment, conservation, cultural heritage, region, location, economic activity, sustainability, distribution, tourism, leisure, natural resources
SMSC ideas	**SMSC ideas**	**SMSC ideas**	**SMSC ideas**
Enrichment ideas	**Enrichment ideas**	**Enrichment ideas** Pupils will experience the curriculum by: o Exploring a range of maps, videos and photographs o Access news stories, articles and case studies Pupils will experience the curriculum by: o Pupils will visit a river or stream and collect material from different points to explore how the water o Pupils will look at a range of sources, Experiences & Provocations • Pupils will experience the curriculum by: o Researching famous explorers throughout history o Referring to diagrams and models	**Enrichment ideas** Visit from ITV weather. • Pupils will experience the curriculum by: o Children will research current news and thinking around climate change o Pupils will use a range of thematic, physical and political maps to make links between the impacts of climate change, globally riences & Provocations • Pupils will experience the curriculum by: o Researching different types of Fairtrade products o Visiting somewhere that promotes Fairtrade o Look into becoming a Fairtrade school xperiences & Provocations • Pupils will experience the curriculum by: o A trip to a National Par