

Geography Curriculum Map



In Y5, I will learn about Australia, North America and Natural Disasters. I will explore human and physical features of Australia and North America. I will contrast life in these places with my life in the UK. I will build on my knowledge of climate by looking at a Koppen-Geiger Map. I build on my knowledge of the world by looking at the world map and discussing the differences between the continents and the surrounding tourism in places like Uluru.



In Y3, I will begin by learning about Europe and more specifically Greece. I will discover the importance of some landmarks found in Greece. I will learn how natural disasters can affect human and physical features of a landscape. I will then carry out fieldwork in my local area: formulating a question, collecting information through fieldwork and analysing information to answer my enquiry. I will finish by learning about rivers. I will learn how they are formed and why people choose to live near them.



In Y1, I am introduced to maps as aerial depictions of an area. I begin to use compass directions and directional language to describe routes and to use symbols within mapwork. I discover the different continents and oceans of the world as well as varying climate zones. I compare weather and climate in Polar regions and consider the human impact on these such as global warming. I learn about Antarctic explorers such as Robert Scott and modern day Polar exploration. I begin to think about how the world is similar and different in different places.



Y6

In Y6, I will begin by learning about the impact of plastic pollution around the world. I will learn about the Great Pacific Garbage Patch and the efforts which are being made to remove it. I will explore plastic waste management initiatives and how effective they are at reducing plastic waste. I will finish by looking at global trade throughout the world, exploring why products make many stops in different countries as they are produced and how a country's physical geography can affect their economic progress.



Y4

In Y4, I will learn about South America, focusing on alpaca farming in Peru. I will learn more about alpacas by visiting them at St. Saviour's about rainforests and how deforestation is damaging the plants and wildlife. I will discuss the ethics of palm oil production and how sustainable. I will learn about aspects of world geography including lines of latitude and the difference between polar regions.



Y2

In Y2, I look closer at some of the continents of the world. I learn about Europe and the countries and capital cities within in. I find out about London and its famous landmarks and plot a route around it using maps and OS symbols. I learn about Africa, its features, and compare its varied landscapes and climates. I will learn how humans are changing the landscape through a study of grassland in Africa. I will learn about islands and how they are formed. I will use my map skills to plot a route around an island. I will look at the spectacular Galapagos island and learn about its geographical and ecological significance.



Y1

EYFS

In Reception, I will walk around my local area, looking at how the seasons change where I live and collecting Autumn treasures. I will plant vegetables and visit a local supermarket to learn about where food comes from. I will learn about other places in the world people come from and think about how where they live is different. I will use instructional, positional language to program a beebot to move around a maze. I will sail the seas as a pirate and use a map to find hidden treasure.





Autumn Term – Marvellous Me!

National Curriculum Coverage	What I learn	Progression Pathway
• Understand that some places are special to members of their community. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.	In this term, pupils will learn about themselves, their families and their local community. They learn about their local shops and how different places in their community are of interest to different people. They will take walks around their local area and take trips to the supermarket, the local church and post office. They will draw a map of their route to school and use a map to plan their route to the post box. As the seasons begin to change they will take nature walks to explore the natural world around them, noting the changes that take place in autumn. They will describe what they can see, hear and feel.	In this unit pupils are first introduced to the concept of maps. These ideas are developed in the year 1 unit 'Traction Man'. Pupils build on their knowledge of the simple maps and create maps that demonstrate a route between 2 places. These skills are developed as they move up through the school building on their understanding of directions, locating a position of interest on a map; to using coordinated and studying physical and human features on an OS map

Spring Term – Traditional Tales and Adventures

National Curriculum Coverage	What I learn	Progression Pathway
• Draw information from a simple map. • Recognise some environments that are different to the one in which they live. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants.	When we focus on the tale of 'The Three Little Pigs', pupils will learn to compare and contrast homes in their local area, identifying features. They will also compare these with homes around the world. The children will do some observational drawings of houses and explore maps and satellite images of their school and its surrounding area. The pupils will go on many pirate adventures in this term. They will create maps to guide their friends to the hidden treasure and program the beebots to safely escape the pirate maze.	In the year 1 unit 'Traction Man', pupils will build on their knowledge of maps and the satellite images they have explored in the EYFS. Pupils will develop their knowledge of places and communities, categorising human and physical features in their study of geography in at least 1 unit annually. They will go on to compare and contrast their lives with others in the unit 'Kenya' in year 2 and 'Australia' in year 5



Summer Term – Adventures around the World

National Curriculum Coverage

- Explains 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.
- 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.

What I learn

During this term, pupils will learn about the wider world. We will learn about different environments, wildlife, communities and cultures with a particular focus on Africa and Australia. Pupils look at different animals in our local environment and from different parts of the world, comparing and contrasting habitats and making comparisons between animals that live on land and those that live in the water. They will also talk about how they can keep the world clean and reduce pollution by recycling.

Progression Pathway

In this unit pupils are first introduced to aspects of the wider world. These are further developed Year 1, in the 'Extreme Environment' unit and the physical and human comparison of places continues up through the school, where ideas are explored, developed and embedded. They will continue to expand on their understanding of different climates as they learn about on Australia, Africa and the U.K. as well as considering climate change and the human impact on these vulnerable environments; when studying islands in year 2 and South American rainforests in year 4.



Autumn Term 2 – Our School

National Curriculum Coverage

Geographical skills and fieldwork

- 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 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

What I learn

This unit will introduce pupils to learning about their locality through a geographical lens and begin to introduce them to using fieldwork. They will create aerial representations of their classroom and school, learning that maps show aerial depictions of an area. They will learn to use simple compass directions and directional language, using these to describe their route to school. They will begin to use symbols to represent things on maps.

Progression Pathway

This unit builds upon the prior knowledge of movement and direction gained in EYFS as well as the mapwork that was introduced in reception in the 'Marvellous Me' unit and in the unit 'Traditional Tales and Adventures'

They will also be revisiting positional language and applying these to maps and moving around an area.

This introduction to mapwork runs as a thread throughout the geography, in at least 1 unit each year. However the skills are developed and embedded with each unit studied

Spring Term 1 – What a Wonderful World.



National Curriculum Coverage

Locational knowledge

- name and locate the world's seven continents and five oceans

Geographical skills and fieldwork

- 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
- 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

What I learn

In this unit, pupils will learn about the seven continents and five oceans and some initial information about each continent, exploring the continents of Antarctica and Europe. They will begin to understand the difference between human and physical features and be able to give some examples of each of these in Australasia and Asia. They will begin to think about different climate zones in the world and the reason for these, comparing and contrasting South America and North America. Using aerial photographs, globes and maps, they will learn how these are representations of a 3D world.

Progression Pathway

The concept of maps was first introduced in reception. In the autumn term of year 1 during the 'Traction Man' unit, pupils were introduced to some mapping skills using and creating maps of their school.

In this unit these skills will be

applied to larger scale maps of the world, introducing pupils to the concept of scale as well as developing directional language in terms of north and south. The unit provides the foundations for later units with a focus on particular places and their location within the continent – Kenya in year 2, Greece in year 3, South America in year 4, Australia in year 5 and Japan in year 6.

 Geography Curriculum Map Year One 		
Spring Term 2 – Extreme Environments 		
National Curriculum Coverage	What I learn	Progression Pathway
<u>Human and physical geography</u> - 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	In order to understand climate zones around the world, in this unit, pupils will learn about extreme weather and climate through the lens of the Polar regions. They will compare the Antarctic and the Arctic, looking for similarities and differences between these two similar but unique places. There will be a focus on human impacts on these regions through a study of threats to penguins and a Global Citizens lesson on the topic of climate change. They will look at historical Antarctic exploration by Robert Falcon Scott and modern scientific exploration of Antarctica by BAS (British Antarctic Survey).	In reception pupils were introduced to different environments in the unit 'Adventures around the World' where they looked at animals in Australia and Africa. They were introduced to Antarctica in last terms unit 'What a Wonderful World' However this unit builds and extends their knowledge by including the Arctic, comparing polar animals to other animals they have studied, as well as consideration of human factors that can impact the to physical environment They will return to the topic of weather and climate when they learn about climate zones in Year 4.



Autumn Term 1 – Africa: Kenya

National Curriculum Coverage

Placeknowledge

- 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

Human and physical geography

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

What I learn

In this unit, pupils will look more closely at Africa as a continent and the individual country of Kenya situated within it. Care has been taken to ensure that the lessons do not instill stereotypes about the place and combat the 'danger of one story'. Pupils will use maps to find human and physical features, they will investigate how the development of grasslands by humans can impact animal habitats. They will explore tourism in Kenya and compare and contrast life in the UK and Kenya, learning about the daily life of a child in rural Kenya.

Progression Pathway

Pupils were first introduced to other parts of the world in the reception unit, 'Adventures Around the World'. They were introduced to the concept of human and physical features of geography in the year 1 unit, 'Extreme Environments'. In this unit they need to apply their knowledge and understanding to more locations around the world.

They will begin to start looking at those more nuanced questions of human geography such as the negative and positive impacts of tourism. This is looked at in more detail in the unit 'Greece' in year 3 and 'Australia' in year 5

Spring Term 1 – UK: London



National Curriculum Coverage

Locational Knowledge

- 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

Human and physical geography

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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

What I learn

The pupils will start with a look more closely at the countries that constitute Europe and the capital cities of a range of these countries; comparing cities and towns. They will then turn their attention to London – their home city. They will learn about some of the human landmarks in their area, the importance of these landmarks and plot a route, using compass directions and some Ordnance Survey symbols. They will amalgamate their knowledge in a piece of writing in which they give directions to character as they explore London, using locational language and maps. They will finish the unit with a lesson on bias, looking at how children from other countries view the UK.

Progression Pathway

This unit builds on the use of simple mapping skills and symbols which they used in Year 1 units. In Year 1, pupils' focus was kept on mapping their classroom and school grounds. Mapping skills are further developed in this unit, pupils will begin to use coordinates to describe where a feature is on a map

This unit builds on their introduction to Europe in the year 1 unit 'What a Wonderful World'. It deepens their understanding of the continent as a whole.

Mapwork will be further expanded on in subsequent units such as Year 2 Islands and Year 3 Field Study.

 Geography Curriculum Map Year Two 		
Summer Term 1 – Islands		
National Curriculum Coverage	What I learn	Progression Pathway
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes Locational knowledge - 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 Human and physical geography - 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	In this unit, pupils will explore islands. They will learn exactly what an island is, how islands are formed (including those that are created by volcanoes), they will describe the physical and human features of an island and take an in-depth look at the Galapagos and its geographical and biological significance. This will be further expanded by a discussion of the advantages and disadvantages of the island’s reliance on tourism. They will also use a map and map symbols to describe routes around an island. Using this route, they will write a persuasive text, describing the human and physical features of the Isle of Wight; including the impact of plastic pollution on the environment	Pupils will build on their knowledge of mapping which they acquired in previous units . They will develop their understanding of coordinates to describe the position of features and to plot a route. They will build on their previous learning about oceans by looking at islands which are found in the oceans and how their placement affects their climate and way of life. In year 5, the topic of volcanoes will be revisited and looked at in terms of their destructive capabilities. In Year 6, the Galapagos islands will be revisited and looked at in terms of its relevance to evolution and the work of Charles Darwin.



Autumn Term 2 – Europe: Greece

National Curriculum Coverage

Locational 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

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country

Human and physical geography

- Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

What I learn

In this unit, pupils will focus on Greece from a geographical perspective. They will research Greece and make comparisons between it and the UK. They will use maps to identify the placement of landmarks in Greece and explain their importance. They will learn about mountain ranges through a focus on Mount Olympus; its location and features. This information will be used to write about why it is important to preserve this area. They will learn about natural disasters in Greece and the impact of these on physical and human features. They will create an advert giving advice about how to stay safe in the event of a natural disaster. Their Global Citizens lesson will look at Lesbos' role in refugee movement.

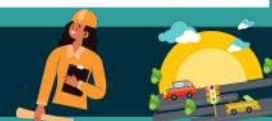
Progression Pathway

Pupils will continue to build on their knowledge of the seven continents, introduced in year 1, taking a closer look at Europe and Greece.

They will learn about the develop further understanding regarding the importance of human and physical landmarks as vectors of tourism to an area. They will look at their significance in terms of historical importance and contribution to the economics of an area.

They will learn about natural disasters, including wildfires, which they will return to in Year 5.

Spring Term 1 – Field Work: Local Area



National Curriculum Coverage

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies

What I learn

In this unit, pupils will begin to carry out geographical enquiry and carry out fieldwork to answer questions and make suggestions about their local area. They will craft questions which they would like to answer about the local area and then plan a field study to answer these questions. They will develop their fieldwork skills, plotting a route using a map, collecting data and interpreting their data. Finally, using their data they will write a letter to their local MP to explain what they would like to change about their local area.

Progression pathway

Mapping skills have been introduced and developed in previous units. In this unit this will be expanded by the introduction of more complex maps, including aerial photos of their local area. They will also look at more complex OS symbols and begin to associate these with their local area.

Flooding as a local issue will be revisited again in year 3 during our 'River' unit. The reasons for flooding will be further investigated and developed

 Geography Curriculum Map Year Three 		
Summer Term 2 – Rivers		
National Curriculum Coverage	What I learn	Progression pathway
<u>Human and physical geography</u> 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 <u>Geographical skills and fieldwork</u> - To 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	In this unit, pupils will learn about rivers both as physical features of an environment but also their importance in terms of human geography. The pupils will learn how rivers are formed: they will use geographical vocabulary such as mouth, upper course, lower course, erosion, deposition to describe these processes. They will use maps to identify the different stages of a river. They will develop understanding of the importance of a river in early settlements, why people lived by rivers and the human impact of flooding. They will explain the life of a river and the human impact that humans have on our waterways.	This unit pupils continue to embed map work skills with the pupils now beginning to look at more 'real' OS maps and linking these maps to their knowledge about rivers. They will also begin to look at how different types of area (rural, urban etc) appear when they are represented on maps. In this unit, pupils look at the River Nile in terms of its historical context, importance and the annual inundation (flooding) of the Nile. In year 5, pupils will look in more detail at natural disasters and how these affect those that live through them.



Autumn Term 1 – South America

National Curriculum Coverage

Placeknowledge

- 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.

Human and physical geography

- Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

What I learn

In this unit, pupils will learn about South America and focus on alpacas in Peru and rural and urban areas in Brazil. They will start by identifying South America and some of its constituent countries on a map. They will write about the differences between the physical features of the UK and South America. After visiting the alpacas, they will learn about how to look after them and compare farming in Peru and the UK. They will learn about the reasons why people move from rural to urban areas through the lens of Brazil and write a letter using this knowledge. To finish, they will learn about poorer and richer areas of Brazil and the differences between these two areas.

Progression pathway

Pupils will build on their previous knowledge of the continents, first introduced in year 1, but in this unit focussing on a new study within South America.

Pupils continue to build on their use of maps and their knowledge of map work, by finding physical features of chosen areas.

Pupils will begin to look at the ethics of trade and using the environment to provide income for a population; this idea will be returned to Year 4 Rainforest and Year 6 Global Trade.

Spring Term 2 – Rainforests



National Curriculum Coverage

Locational 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.

Human and physical geography

Describe and understand key aspects of

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

What I learn

In this unit, pupils will look at the different types of rainforests around the world with a particular focus on the Amazon. They will be introduced to biomes for the first time and learn about the characteristics of different biomes around the world and discover where vegetations belts are located around the world. They will find out about the animals that live in the rainforest and identify how land is used. They will use graphs to analyse rates of deforestation in the Amazon and suggest ways to prevent this problem. It is particularly important that the children learn a more nuanced and 'real world' approach to the issue of deforestation – the lesson on palm oil production offers them the opportunity to discuss how the population of the Amazon are able to use the rainforest sustainably.

Progression pathway

Pupils will expand on their knowledge of maps by looking at vegetation belts and biomes and use this to explain where rainforests are found. Biomes will be revisited and developed in the year 5 unit 'North America'

They will build on the work from the year 3 unit on 'Rivers' to investigate the human impact on the environments, developing ideas to promote sustainability.

They will further scrutinise the ideas first considered in the previous terms 'South America' unit, focussing on how humans use the environment around them for economic gain and the consider the ethics of this.



Summer Term 1 – Locational Knowledge

National Curriculum Coverage	What I learn	Progression pathway
<u>Locational knowledge</u> • 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)	In this unit, pupils will develop their understanding of locations around the world. They will learn where the northern and southern hemispheres and equator are and compare the weather at the equator to the weather in the UK as well as making comparisons between the UK and polar regions. They will begin to use lines of longitude and latitude to identify coordinates and locations around the world; as well as relating these to time zones. The final lesson will allow pupils to understand that maps can be biased and used political tools, looking at maps which show true and untrue representations of the world.	Pupils were first introduced to different climates in the year 1 unit, 'Extreme Environments' these principles have been developed and pupils are now using coordinates and geographical terminology. Pupils build on previous knowledge of mapping which has featured and developed since year 1. But in this unit the focus is on understanding that maps can be manipulated and don't always show a true representation of the world.

Autumn Term 2 – Field Work

National Curriculum Coverage	What I learn	Progression pathway
<u>Use maps, atlases and globes, digital/computer mapping to locate countries and describe features studied</u> 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.	In his unit, pupils will learn about field work and their local area. The first lesson includes a trip to orientation centre where children use simple coordinates and compasses to locate sites. They will utilise this knowledge to focus on their local area by observing key landmarks, green spaces and residential areas and creating a map of the route taken. Pupils will use data to create graphs to identify the percentage of land used and suggestions for the community based on their needs. Finally, they will create a proposal plans for new ideas that need to be implemented into the area.	This unit gives pupils the opportunity to develop their geographical skills and fieldwork techniques. They will build on their use of maps, atlases, globes and digital mapping to locate places and identify both human and physical features. Pupils will further develop their skills in using four and six-figure grid references, symbols and keys, and begin to collect, analyse and present geographical data through fieldwork. They will also learn to use compass directions and a range of methods to record and communicate their findings. These geographical skills will be revisited and applied in a range of local, national and global contexts throughout Key Stage 2, enabling pupils to become increasingly confident and independent geographers.

Spring Term 2 – North America

National Curriculum Coverage	What I learn	Progression pathway
<u>Locational knowledge</u> - 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. <u>Human and physical geography</u> - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <u>Geographical skills and fieldwork</u> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils will begin by looking at the continent of North America as whole and learning about biomes, climate using the Koppen-Geiger Climate Classification map, describing the different climates in the different regions within the same continent. They will analyse a range of sources to discover more about the continent, exploring the human and physical features of the continent and making comparisons between North America and the UK. After this, they will move on to looking at how latitude affects the climate of an area before moving onto learning about the biomes found in North America, writing an instructional leaflet about what tourists will need to bring when visiting each biome. They will finish by taking a look at migration in the USA from Mexico, using newspaper articles to learn more.	Pupils were first introduced to climate zones in year 1. These ideas have been developed through the unit on 'Location Knowledge' in year 4 to looking more in-depth ways of classifying the climate (Koppen-Geiger map), which classifies climate by three criteria instead of just one in this unit Pupils will develop further understanding of biomes in this unit, after they were introduced in the year 4 unit 'Rainforests'. They build on their previous knowledge by learning that a range of biomes can be found in one country and how these biomes affect the way people live in these areas.



Summer Term 2 – Natural Disasters

National Curriculum Coverage	What I learn	Progression pathway
<u>Locational knowledge</u> - 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) <u>Human and physical geography</u> - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	In this unit, pupils will explore the structure of the Earth including the tectonic plates through practical activities. They will discover the structure of the earth and how the movement of tectonic plates can transform the landscape but more importantly cause natural disasters such as earthquakes, tsunamis and volcanic eruptions. Through case studies, they discover the impact of natural disasters on people living in an area and the infrastructures of cities and towns. They will learn about the impact of climate change through the idea of Wet Bulb temperature and how this will affect human life around the world, exploring the issue of climate refugees.	Pupils were introduced to natural disasters in the 'Greece' unit of work in year 3 and also the issues around flooding in the 'Rivers' unit. However in this unit there is more of a detailed study regarding the geographical reasons behind the disaster, rather than the consequences They will also return to the topic of climate which has been studied in the unit 'Locational Knowledge' in year 4, but their knowledge will be extended by learning about how climate change has and will affect people around the world. Their knowledge of tectonic plates will be revisited in Year 6 Japan.



Autumn Term 2 – Plastic Pollution

National Curriculum Coverage	What I learn	Progression pathway
<u>Human and physical geography</u> Describe and understand key aspects of - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	In this unit, pupils will take a closer look at the issue of plastic pollution. They will explore why this has become more of an issue in recent years. They will look in detail at the Great Pacific Garbage patch and learn how it was formed, why it is such a problem and what we can do to solve it – investigating its impact on the aquatic ecosystems. They will finish by looking at what is being done to solve this problem, waste management initiatives and how effective these have been.	Pupils have looked at the impact humans have on an area in the 'Rainforest' unit as well as units that look at the impact of tourism. They also considered plastic pollution in the 'Island' unit in 2. However in this unit they build on this knowledge of human impact and expand this knowledge to include human drivers of pollution. The study of human impact and pollution will be developed in KS3 where they will focus on the devastation caused by humans in certain parts of the world and projects that are currently in place to address them

Summer Term 1 – Japan



National Curriculum Coverage	What I learn	Progression pathway
<u>Locational knowledge</u> - 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. <u>Human and physical geography</u> - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Pupils will turn their attention to the land of the rising sun (as Japan is sometimes known) and take a dive into the geography of this fascinating country. They will look at how Japan's position on tectonic plates makes it vulnerable to earthquakes and volcanoes, with a study of the Kobe earthquake. They will explore the land use in Japan and look at the difference between urban and rural areas. They will then turn their attention to human geography and learn about Japan's falling population, their customs and traditions; finally, they will look at tourism in this country and the benefits of economic growth.	Pupils will build on prior learning about natural disasters and tectonic plates from Year 5 and develop it by introducing the idea of how communities develop resilience to these events and what measures are put in place to limit damage and warn the citizens Tourism has been introduced in previous units and in year 2 both 'Kenya' and 'Island' units it demonstrated how countries can rely on the economic rewards tourism brings. In this unit it demonstrates how tourism can shape the human features of a country.



Summer Term 2 – Globalisation

National Curriculum Coverage	What I learn	Progression pathway
<u>Locational knowledge</u> - 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. <u>Human and physical geography</u> - Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	In this unit, pupils will be given the opportunity to apply their knowledge and understanding of different countries, climates and biomes around the world to the products they manufacture. They will learn how trade has developed throughout history to become the global juggernaut we know today and investigate where in the world the food we eat is grown/manufactured. Pupils will look at the multi-stop journeys some products make as well as looking at the products that are exported from the UK and which countries import/export the most. They will learn how human and physical geography affect what a country can produce and how this leads to inequality across the world	This unit builds on many previous units that consider aspects of human and physical geography. In this unit they will be applying their understanding to consider what factors have affected the growth and efficiency of manufacturing in different parts of the world, extending their understanding to how physical and human features affect global trade. They will be expected to apply the map skills developed in many previous units to find, display and analyse information about trade throughout the world. This unit will develop their understanding of the UK's role within the world stage and will lead to further projects in KS3