



# Geography Curriculum

Learning as a family in Jesus, through **Love, Hope and Forgiveness**

*'with God all things are possible.'* Matthew 19:26



## Intent

Our Geography curriculum is designed to help pupils gain a coherent understanding of their local area around St. James', the wider context of Great Britain and the world beyond. We aim to inspire curiosity about the world we live in and foster a desire to explore, question and make sense of their surroundings. Through Geography, we seek to broaden children's horizons, giving them real and relevant experiences that enable them to apply knowledge and skills and become lifelong learners.

Fieldwork is a key part of our curriculum. Every year, children have opportunities to explore their locality, conduct observations, and undertake projects on features such as the coast, rivers, and urban and rural environments. These experiences support children in developing practical skills alongside their knowledge.

Our curriculum is carefully mapped to ensure progression across the key stages, building on key geographical concepts. Pupils become confident in using a variety of sources, including maps, atlases, aerial photographs and first-hand fieldwork. They learn to make connections, identify patterns and comparisons, and consider the impact of human and environmental processes on people and places.

Enquiry questions underpin each unit of study, encouraging children to think critically, explore independently and deepen their understanding. End-of-unit assessment tasks allow pupils to demonstrate their knowledge, skills and understanding in meaningful and memorable ways.

Where possible, Geography is linked with other curriculum subjects, providing opportunities to understand the complexity of people's lives, processes of change, diversity of societies and groups and their own place in the world. Pupils learn to think about both local and global issues, developing awareness of the challenges of the contemporary world.

In UKS2, children learn about sustainability and environmental responsibility, ensuring they understand the importance of protecting our planet and consider solutions to global challenges.

Ultimately, we aim for all children to develop a love of Geography and the world beyond the classroom. Learning is designed to be memorable, raise aspirations, and equip pupils with the knowledge, skills and curiosity needed to succeed as geographers in a rapidly changing world.



<u>Contents</u>	<u>Page</u>
Overview	@
<u>Curriculum</u>	
EYFS	@
Year 1	@
Year 2	@
Year 3	@
Year 4	@
Year 5	@
Year 6	@
Resources in school	@



AGE PHASE	YEAR Group						
EYFS	R	<p><b>All about me</b></p> <p><b>ELG: People, Culture and Communities.</b></p> <p><i>Enquiry question: What is in my local area?</i></p>		<p><b>Around the world</b></p> <p><b>ELG: People, Culture and Communities.</b></p> <p><i>Enquiry question: Can you tell me the similarities and differences between the UK and different countries?</i></p>		<p><b>People who help us</b></p> <p><b>ELG: People, Culture and Communities.</b></p> <p><i>Enquiry question: Who are the people who help us?</i></p>	
KSI	I		<p><b>A Walk in the Park</b></p> <p><b>Our community: St. James' Primary.</b></p> <p><i>Enquiry question: What's it like here?</i></p>	<p><b>Explorers</b></p> <p><b>Continents and Oceans</b></p> <p><i>Enquiry question: Are all continents the same?</i></p>		<p><b>Creatures</b></p> <p><b>Hot and Cold climates</b></p> <p><i>Enquiry question: Are all parts of the world the same?</i></p>	<p><b>I do like to be beside the seaside</b></p> <p><b>Seaside</b></p> <p><i>Enquiry question: Are all beaches the same?</i></p>
	<p><b>Identify seasonal and daily weather patterns in the UK – To be taught across whole year – display created in Autumn during A Walk in the Park and added to as the weather changes.</b></p>						
	2	<p><b>Scouting Around Harbours</b></p> <p><i>Enquiry question: Why is Poole harbour a great place to visit?</i></p>			<p><b>Fire Fire</b></p> <p><b>Our country: United Kingdom</b></p> <p><i>Enquiry question: Is the UK the same all over?</i></p>	<p><b>Mexico</b></p> <p><b>North America</b></p> <p><i>Enquiry question: What are the differences and similarities between Poole and Chetumal?</i></p>	



LKS2	3		<p><b>Railway Revolution</b></p> <p><i>Enquiry question:</i> How did the railway revolution change Pokesdown and the way people travelled?</p>	<p><b>Food Around the World</b></p> <p><b>Food and trading</b></p> <p><i>Enquiry question:</i> Where does our food come from?</p>		<p><b>Journey to the North</b></p> <p><i>Enquiry question:</i> How did the industrial revolution transform the Northeast?</p>	<p><b>Ready for Rocks and Rivers</b></p> <p><i>Enquiry question:</i> How does a river change on its journey from source to mouth?</p>
	4	<p><b>Survival UK settlements and land use</b></p> <p>Enquiry question: What factors have influence people's decision to settle in the UK over time?</p>	<p><b>Let's Celebrate Festivals</b></p> <p><b>Destination America</b></p> <p>Enquiry question: Why is America such a popular place to visit?</p>	<p><b>Climate matters</b></p> <p><b>Weather and Climate zones</b></p> <p>Enquiry question: Are all climate zones the same?</p>		<p><b>Incredible Inventions</b></p> <p><b>Mountains</b></p> <p>Enquiry question: What makes mountains so magnificent?</p>	
UKS2	5	<p><b>Ancient Greece</b></p> <p><b>Europe and Greece</b></p> <p><i>Enquiry question:</i> Why do tourists choose to visit Greece?</p>		<p><b>Earth and Space</b></p> <p><b>Time zones</b></p> <p><i>Enquiry question:</i> What time is it in different countries?</p>			<p><b>Bournemouth to Brazil</b></p> <p><b>South America</b></p> <p><i>Enquiry question:</i> What are the differences and similarities between Bournemouth and Brazil?</p>
	6	<p><b>Cities of the future</b></p> <p><b>Settlements, land use and sustainability.</b></p> <p><i>Enquiry question:</i> How does our world look now and how will our world look in the future?</p>		<p><b>The Galapagos</b></p> <p><b>Volcanoes and Earthquakes.</b></p> <p><i>Enquiry question:</i> What are earthquakes and volcanoes and why do they happen?</p>		<p><b>Election</b></p> <p><b>Countries of the world, America and Trade links.</b></p> <p><i>Enquiry question:</i> How did trade go global?</p>	



# EYFS

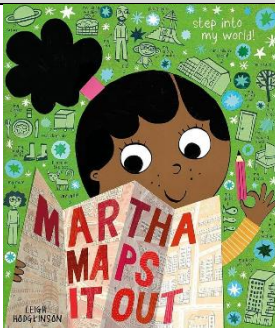


**EYFS- Term 1**

**All About Me**

**ELG: People, Culture and Communities**

*Enquiry question- What is in my local area?*

EYFS ELG Goals	Sticky Knowledge and skills	Vocabulary	
<p>Understanding of the World (People, Culture and Communities).</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul>	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>I know that our classroom is in the school.</li> <li>I know that St James' school is in Pokesdown area.</li> <li>I know that St James' school is next to Kings Park.</li> <li>I know that St James' school is shown by a shape on a map.</li> <li>I know that people can live in different types of houses.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use photos and pictures to locate places in the local environment.</li> <li>Talk about the local environment.</li> <li>Identify and describe features in the local environment, e.g. house, farm, church.</li> <li>Use simple geographical words to describe human features e.g. city, shop, train station, park.</li> <li>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest.</li> </ul>	<p>- classroom, school, playground, Kings Park, town, map, country, UK, GB.</p>	<p><b>Key Places</b></p> <ul style="list-style-type: none"> <li>Classrooms and areas around the school</li> <li>Kings Park</li> <li>Pokesdown</li> </ul>
	<p><b>Lesson ideas</b></p> <ul style="list-style-type: none"> <li>Children to be shown photos of our class, our school, kings park and Pokesdown area and talk about scale knowledge.</li> <li>Children to look at a variety of different maps and where they may come across a map e.g. on a phone, in a car, at a zoo, in a maze. Children to explore Google Maps and zoom in on our school.</li> <li>Teacher to create a map with the children around our school and follow the map.</li> </ul>		<p><b>Linked Texts</b></p> 
	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What are the features of my local area?</li> </ul>		



- Children to have photos on key features of our local area e.g. our school, St James' Church, kings park, Pokesdown station, Southbourne Library and the beach. Children to place these on a map and talk about scale e.g. the church is next to our school, but the beach is further away.

**Previous knowledge**

**Continuous provision photos**

**Future learning**

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Development Matters 2020)



**Year 1 - A Walk in the Park**

Locational Knowledge/Field work (school grounds, using a key) and Weather patterns

**Year 1 - Seaside** Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

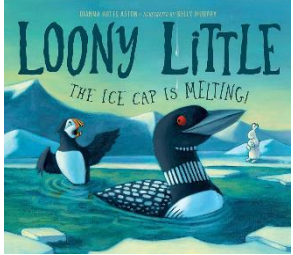
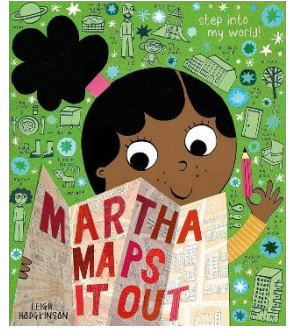


**EYFS – Term 3**


**All around the World**

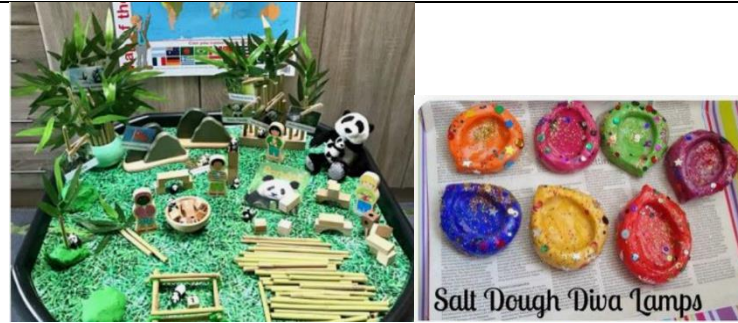
**ELG: People, Culture and Communities**

**Enquiry question:** *Can you tell me the similarities and differences between the UK and other countries?*

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<p>Understanding of the World (People, Culture and Communities).</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<p><b>Sticky knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know the main similarities and differences between life in the UK and India, China and Antarctica.</li> <li>• I know where different food originates from.</li> <li>• I know that there are a range of celebrations around the world (Chinese NY etc).</li> <li>• I can draw information from a simple map.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• I can identify simple shapes and locations on a world map.</li> <li>• I can associate certain cultural elements with specific countries (e.g., knowing that Chinese food and Chinese New Year originated in China).</li> <li>• I can compare countries in a basic way (e.g., weather, food, buildings).</li> <li>• I can use simple geographical language (e.g., "country," "map," "different," "same").</li> </ul>	<p>City, town, village, house, shop</p> <p>Country, England, India, China, Antarctica, same, different, map.</p>	
		<p><b>Key Places</b></p>	<p><b>Linked Texts</b></p>
		<p>China</p> <p>India</p> <p>UK</p> <p>Antarctica</p>	 



	Lesson ideas	Key Questions
	<ul style="list-style-type: none"> <li>Local area walk- to identify features of their immediate environment.</li> <li>Bollywood dancing (India focus).</li> <li>Chinese New Year focus (food tasting)</li> <li>Children to create a map of their local area- what are the key features? What do they see on their way from home to school?</li> <li>Similarities and differences between UK and the Artic.</li> <li>Explore Ernest Shackleton.</li> <li>Similarities and differences between UK and India</li> <li>Similarities and differences between UK and China</li> </ul>	<ul style="list-style-type: none"> <li>How is life different in other countries compared to the UK?</li> </ul>
Pre School-Knowledge	Continuous provision (photos)	Future Learning
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Development Matters, 2020)</p> <p>Continue developing positive attitudes about the differences between people (Development Matters, 2020)</p>		<p><b>Year 1: Explores</b></p> <p>Children to look at the 7 Continents and 5 oceans. Explore a World Atlas and globes to identify UK – countries and capital cities.</p>






**EYFS – Term 5**

**People Who Help Us**

**ELG: People, Culture and Communities**

**Enquiry question- Who helps us and how do they make a difference?**

EYFS ELG Goals	Sticky Knowledge	Vocabulary	
<p>Understanding of the World (past and present)</p> <p>-Talk about the lives of the people around them and their roles in society;</p>	<p><b><u>Sticky knowledge:</u></b></p> <ul style="list-style-type: none"> <li>I know that people work in lots of different jobs in Pokesdown</li> <li>I know that people in different jobs help us</li> <li>I know how the RNLI help us</li> <li>I know how the fire service helps us</li> <li>I know how the doctors and nurses help us</li> <li>I know how the police help us</li> <li>I know how the Dentist help us</li> </ul> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>to observe and identify different community helpers in their environment, such as police officers, firefighters, or healthcare professionals.</li> <li>To think critically to understand the importance of different roles in society and how they interconnect.</li> <li>To recognise the diversity of people and roles within their community, including different cultures and backgrounds.</li> </ul>	<p>job, role, local, locality, help, community, RNLI, Fire service, doctors, nurses, police, dentist.</p>	
		<p><b>Key Places</b></p>	<p><b>Linked Texts</b></p>
		<p>Pokesdown</p> <p>St James</p>	<p>Non-fiction 'Busy People' texts</p> 
	<p><b><u>Lesson Ideas:</u></b></p> <ul style="list-style-type: none"> <li>Visit from the RNLI</li> <li>Visit from Dorset and Wiltshire fire and rescue.</li> </ul>	<p><b><u>Key Questions?</u></b></p> <p>Who are the people that help us in our community?</p>	



- Explore the different roles of the RNLI, the fire service, doctors/nurses and dentist (a different focus each week)
- Design and make an emergency vehicle

**Pre School Knowledge**

**Continuous Provision photos.**

**Future Learning**

Continue developing positive attitudes about the differences between people (Development Matters 2020).  
 Show interest in different occupations (Development Matters 2020).



Talk about people and places in my local environment.



# Year 1

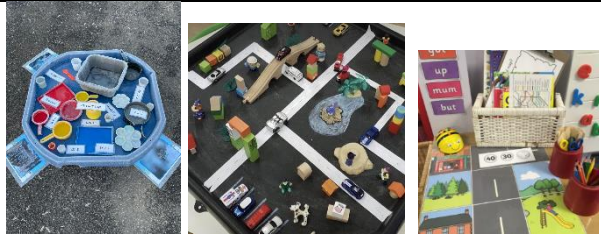



**Year 1 – Term 2**

**A walk in the park**



**Our community: St. James' Primary**

*Enquiry question: What is it like here?*

National Curriculum Objective	Sticky Knowledge and skills	Vocabulary
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that my school is in England and the capital is London.</li> <li>I know how to identify my school on a map</li> <li>I know that my local area includes features such as housing, churches, shops, beach, parks and a school.</li> <li>I know that a simple map and a key represents a location</li> <li>I know the seasons of autumn, winter, spring and summer</li> <li>I know the difference between evergreen and deciduous trees</li> <li>I know the weather associated with the four seasons</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can carry out fieldwork to collect information about the local area.</li> <li>I can make a simple map of the local area including basic symbols in a key (house, church, shop, park and school).</li> <li>I can use an aerial map to identify my school.</li> </ul>	<p><b>Physical features:</b> beach, coast, sea, season and weather.</p> <p><b>Human features:</b> town, village, house, office, park and shop.</p> <p><b>Continuous provision</b></p>   <p><b>Additional:</b> weather tracking throughout the year.</p>
<p><b>Prior Learning</b></p>	<p><b>Key Question(s)</b></p>	<p><b>Future Learning</b></p>
<p><b>In EYFS, children:</b></p>	<p>What are the key features of my local area? What weather is associated with the four seasons?</p>	<p><b>In term 6, children will:</b></p>



<ul style="list-style-type: none"> <li>Described their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Children identified that there are different countries in the world and discussed differences from photos.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and plot rivers, sea, woods, road and mountains on a map.</li> <li>Use compass directions to plot a route.</li> </ul> <p><b>In Year 2, children will:</b></p> <ul style="list-style-type: none"> <li>Identify the human and physical features of Poole harbour and compare with Chetumal in Mexico.</li> </ul>
---	--	--

<p align="center"><b>Year 1 – Term 3</b> <b>Explorers</b></p>		
<p align="center"><b>Continents and Oceans</b></p>		
<p align="center"><i>Enquiry question: Are all continents the same?</i></p>		
<p><b>National Curriculum Objective</b></p>	<p><b>Sticky Knowledge and skills</b></p>	<p><b>Vocabulary</b></p>
<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know the names of the seven continents and locate these on a map (Europe, Asia, North America, South America, Antarctica, Australia and Africa)</li> <li>I know the name of the oceans (Atlantic, Indian, Pacific, Arctic and Southern/Antarctic Oceans)</li> <li>I know that the equator is an imaginary line that divides the earth into two equal parts (North and South Pole)</li> <li>I know that North, South, East and West are the four compass points</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases and globes to identify the continents, Equator, North Pole and South Pole (to include digital maps)</li> <li>I can use simple compass directions (north, south, east, west) and terms such as near and far left and right to compare continents and oceans.</li> </ul>	<p>Country, ocean, continent, sea, equator, compass directions.</p> <p align="center"><b>Continuous provision</b></p>  



- 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

**“The Oceans Song”**  
 (to the tune of “The More We Get Together”)  
 Can you name all the oceans?  
 The oceans?  
 The oceans?  
 Can you name all the oceans?  
 There are only five!  
  
 The Pacific  
 The Atlantic  
 The Indian  
 The Arctic  
  
 The Southern is the last one.  
 Let's go take a dive!

**“The 7 Continents”**  
 (to the tune of “99 Bottles of Milk on the Wall”)  
 To learn the 7 continents  
 Think of the letter A  
 And when you're down to only 1  
 An E will save the day!  
  
 There's Africa, Antarctica  
 Australia, Asia too  
 An ocean runs between them  
 With waters deep and blue.  
  
 There's also 2 Americas  
 North and south, you see  
 Now we're coming to the end  
 Europe starts with E!



**Additional:** weather tracking throughout the year.

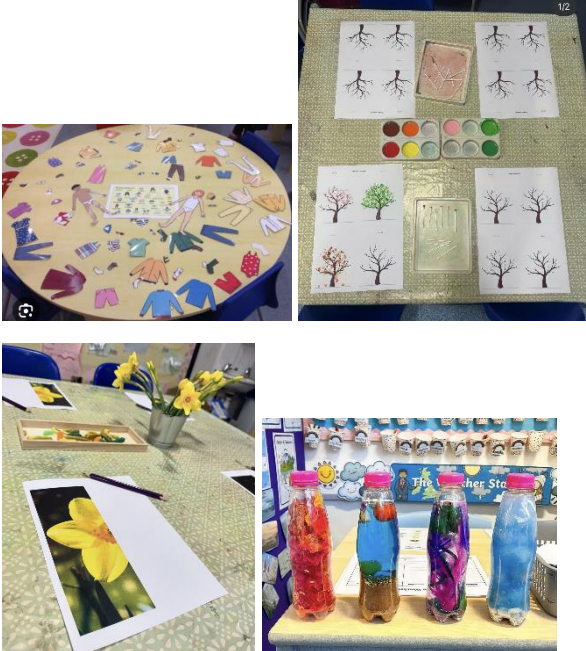
Prior Learning	Key Question(s)	Future Learning
<p><b>In EYFS, children:</b></p> <ul style="list-style-type: none"> <li>• Described their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Children identified that there are different countries in the world and discussed differences from photos.</li> </ul>	<p>What are the seven continents, and five oceans called?                      Why are some countries hot and some countries are cold?</p>	<p><b>In term 5, children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><b>In year 2, children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about the four countries in the UK, their capital cities and their characteristics.</li> </ul> <p><b>In year 4, children will:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including climate zones and biomes.</li> </ul>



**Creatures**

**Hot and cold climates**

*Enquiry question: Are all parts of the world the same?*

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b><u>Sticky knowledge</u></b></p> <ul style="list-style-type: none"> <li>I know that the weather in the UK is mild in spring and autumn, hot in summer and cold in winter.</li> <li>I know that the leaves, flowers and buds on trees can help us identify the seasons.</li> <li>I know that the weather is different to the UK weather in different parts of the world.</li> <li>I know the location of the Equator, the North Pole and the South Pole.</li> <li>I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>I know how humans dress in relation to these hot and cold areas.</li> <li>I know that Brazil is hot because it is on the equator.</li> <li>I know that Iceland is cold because it is close to the North pole.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases and globes to identify the continents, Equator, North Pole and South Pole (to include digital maps)</li> <li>I can use pictures to discuss similarities and differences between a hot and cold country (Brazil and Greenland)</li> </ul>	<p>weather, season, autumn, spring, summer, winter, equator, leaves, trees, buds, climate, North/South Pole.</p> <p><b>Continuous provision</b></p> 



**Additional:** weather tracking throughout the year.

Prior Learning	Key Question(s)	Future Learning
<p><b>In term 2, children:</b></p> <ul style="list-style-type: none"> <li>Identifies the school on a map and using aerial photos</li> <li>Identified the weather associated with the four seasons</li> <li>Learnt that a simple map and a key represents a location</li> <li>Learnt about the 7 continents and 5 oceans</li> <li>Learnt that the equator is an imaginary line that divides the earth into two equal parts.</li> </ul>	<p>Can you name some hot/cold parts of the world?</p> <p>How should we dress in different temperatures/seasons in the UK?</p> <p>What is the equator?</p>	<p><b>In year 2, children:</b></p> <ul style="list-style-type: none"> <li>Learn about the climate of Mexico and its location in relation to the equator.</li> </ul> <p><b>In Year 4, children:</b></p> <ul style="list-style-type: none"> <li>use 8 points on a compass, 4 grid references and keys to build knowledge of UK and wider world.</li> <li>Learn about different climate zones</li> </ul>




Year 1 – Term 6

I do like to be beside the Seaside

Seaside

Enquiry question: Are all beaches the same?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>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</li> <li>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.</li> </ul>	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>I know how to draw the symbols for woods, roads and rivers on a map with a key.</li> <li>I know how to identify rivers, sea, woods, roads and mountains on a map.</li> <li>I know that Southbourne beach is near our school.</li> <li>I know that man-made (human) features include: shops, restaurants and groynes.</li> <li>I know that physical features include beach, cliff, sea, coastline.</li> <li>I know that Bournemouth and Lulworth beach has different human and physical features and I can compare these. (Bournemouth Eye, pier, cove, bay)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can plan a route to the beach and plot human and physical features.</li> <li>I can use aerial photos of Southbourne beach to identify human and physical features.</li> <li>I can use North, East, South and West.</li> <li>I can create a map of the beach and use a key.</li> </ul>	<p>beach, cliff, coast, sea, ocean, season and weather, shop, restaurant, groyne, Lulworth.</p> <p><b>Continuous provision</b></p> 
<b>Prior Learning</b>	<b>Key Question(s)</b>	<b>Future Learning</b>
In Year 1, we have learnt:	<ul style="list-style-type: none"> <li>What are the man-made features of Southbourne beach?</li> </ul>	



<ul style="list-style-type: none"><li>• That a simple map and a key represents a location.</li><li>• To identify the school on a map.</li></ul>	<ul style="list-style-type: none"><li>• Are all beaches the same?</li></ul>	
---	---	--



# Year 2


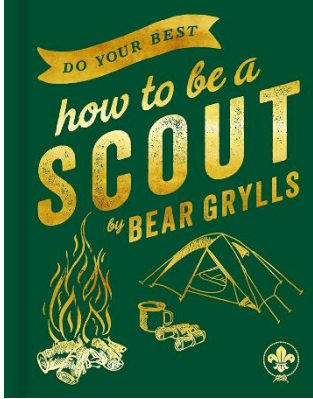


Year 2 – Term 1


Scouting Around

Harbours

Enquiry question: Why is Poole harbour a great place to visit?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Poole Harbour/Brownsea Island</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key physical and human features.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>Poole is a large coastal town in the South coast of England (Dorset) next to Bournemouth</li> <li>Poole Harbour is within Poole and is the largest natural harbour in Europe</li> <li>Brownsea Island is the largest of the islands in Poole Harbour</li> <li>Poole harbour has human and physical tourist attractions such as shops, museum, crabbing, restaurants.</li> </ul> <p><b>Human features</b></p> <ul style="list-style-type: none"> <li>Poole has a town, shops, library and a port.</li> <li>Ferries use the harbour and travel to: France, Guernsey and Jersey.</li> </ul> <p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>Brownsea Island</li> <li>Sandbanks is a natural spit</li> <li>Agglestone rock</li> </ul>	<p>Spit, beach, harbour, agglestone stone, national trust, port, coast.</p> <p><b>Key places, people and texts.</b></p> <p>How to be a scout – Bear Grylls</p>  



	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can use information from maps and aerial photographs to recognise landmarks and identify human and physical features of Poole harbour.</li> <li>• I can carry out fieldwork to identify human and physical features surrounding Poole Harbour (to include beaches, cliffs, coast, port, marinas).</li> </ul>	
Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 1, children will learn about our local area of Southbourne and Bournemouth where they will:</b></p> <ul style="list-style-type: none"> <li>• Identify the school on a map</li> <li>• Identify features on an aerial photo</li> <li>• Know that a simple map and a key represents a location</li> <li>• Have studied our immediate area around St James</li> <li>• Identify human and physical features of the seaside.</li> <li>• Learn about the seven continents and 5 oceans and the capital cities of the UK.</li> </ul>	<p>What are the key features of Poole harbour? Is Poole a city/town/village/coastal or rural area? How do you know?</p>	<p><b>In Year 2, Term 5 children will be learning about Mexico where they will:</b></p> <ul style="list-style-type: none"> <li>• Identify Mexico on a map</li> <li>• Identify human and physical features of Chetumal and compare with Poole Harbour.</li> </ul>





Year 2 – Term 4

Fire Fire

Our country: United Kingdom

Enquiry question: Is the UK the same all over?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key physical and human features.</li> </ul>	<p><u>Sticky knowledge</u></p> <ul style="list-style-type: none"> <li>I know where the United Kingdom (UK) is on a map and that it is made up of four countries: England, Scotland, Wales and Northern Ireland.</li> <li>I know that the United Kingdom is surrounded by the water, including the English Channel, Celtic Sea, Irish Sea, Atlantic Ocean and North Sea.</li> <li>I know that the capital of England is London, Wales is Cardiff, Scotland is Edinburgh and Northern Ireland is Belfast.</li> <li><b>Rivers:</b> I know the names of the rivers in the four countries: London – Thames, Edinburgh – Leith, Cardiff – Taff and Belfast – Lagan.</li> <li><b>Mountains:</b> I know the mountains in the four countries: Scotland: Ben Nevis; England: Scafell Pike; Wales: Snowdon; N. Ireland: The Mourne.</li> <li>I know the differences and similarities between the UK capital cities.</li> <li>I know that London is the UK's largest city and there are lots of famous landmarks there: houses of parliament – link to project.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>I can use an atlas or a globe to locate the four countries of the United Kingdom.</li> </ul>	<p>Thames, Taff, Wales, rivers, Little Leith, Taff, Lagan, English Challen, Atlantic, North Sea, Irish Sea, Parliament.</p> <hr/> <p><b>Key people, places and texts.</b></p> <div style="text-align: center;">     </div>
<p>Prior Learning</p>	<p>Key Question(s)</p>	<p>Future Learning</p>



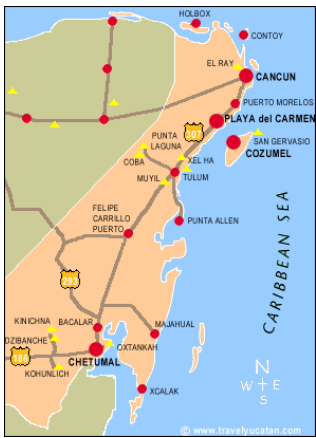

<p><b>In EYFS, children:</b></p> <ul style="list-style-type: none"> <li>• Learnt that their school is in Pokesdown, which is in the UK.</li> <li>• Looked at similarities and difference between the UK and India, China, Australia and Africa.</li> </ul> <p><b>In Year 1, children:</b></p> <ul style="list-style-type: none"> <li>• Looked at the features of their local area.</li> <li>• Identified the continents and oceans.</li> </ul>	<p>What are the four countries of the UK?</p> <p>What physical/human features that have changed since great fire of London?</p> <p>What are the four capitals?</p>	<p><b>In Term 5, children will:</b></p> <ul style="list-style-type: none"> <li>• Compare Poole harbour with Chetumal in South America.</li> </ul> <p><b>In Year 4/6 children will:</b></p> <ul style="list-style-type: none"> <li>• Look at how the UK has been used with regards to settlement and land use.</li> </ul> <p><b>In Year 6, children will:</b></p> <ul style="list-style-type: none"> <li>• Locate countries in Europe and South America.</li> </ul>
--	--	--



Year 2 – Term 5

Mexico

Enquiry question: What are the differences and similarities between Poole and Chetumal?

National Curriculum Objective	Sticky Knowledge	Vocabulary				
<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> </ul> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key physical and human features.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that Mexico is in the South of North America.</li> <li>I know that the capital of Mexico is Mexico City.</li> <li>I know that Chetumal is a small coastal city on the Southeast of Mexico.</li> <li>I know that Mexico has an Atlantic &amp; Pacific coast.</li> <li>I know that Chetumal bay is a large bay in Chetumal.</li> <li>I know that Chetumal has a tropical climate and is near tropical rainforests.</li> <li>I know that Mexico has coastal plains, temperate highlands and mountains.</li> <li>I know that goods are transported through Chetumal bay.</li> </ul> <table border="1" data-bbox="728 798 1433 1141"> <thead> <tr> <th>Differences</th> <th>Similarities</th> </tr> </thead> <tbody> <tr> <td>Climate – Chetumal is tropical and Poole is temperate. Vegetation – palm tree, tropical plants in Chetumal. Transports/houses/buildings are built differently because of the weather and local materials.</td> <td>Both are coastal locations, just in different parts of the world. Both are natural bodies of water. Bot have ports that support trade.</td> </tr> </tbody> </table> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can locate Poole Harbour and Chetumal on a map.</li> <li>I can identify that the UK is in Europe and Mexico is North America.</li> <li>I can describe key physical and human features.</li> </ul>	Differences	Similarities	Climate – Chetumal is tropical and Poole is temperate. Vegetation – palm tree, tropical plants in Chetumal. Transports/houses/buildings are built differently because of the weather and local materials.	Both are coastal locations, just in different parts of the world. Both are natural bodies of water. Bot have ports that support trade.	<p>harbour, Mexico. Mexico City, temperate, coast, highland, mountain, flag.</p> <p><b>Key people, places and texts.</b></p> <p>Central America Mexico Poole Harbour</p>  
Differences	Similarities					
Climate – Chetumal is tropical and Poole is temperate. Vegetation – palm tree, tropical plants in Chetumal. Transports/houses/buildings are built differently because of the weather and local materials.	Both are coastal locations, just in different parts of the world. Both are natural bodies of water. Bot have ports that support trade.					



- I can understand the similarities and differences between Poole and Chetumal.

Prior Learning	Key Question(s)	Future Learning
<p><b>In year 1, children learnt about:</b></p> <ul style="list-style-type: none"> <li>our local area, including Southbourne beach and its human and physical features.</li> </ul> <p><b>In Term 2,</b> children look at the human and physical features of Poole harbour.</p>	<p>Can you compare Poole Harbour to Chetumal? Can you identify the features of Chetumal?</p>	<p><b>In Year 5,</b> children will study the Mayans, an early civilisation who existed in Mesoamerica (Mexico).</p> <p><b>In Year 5, term 6</b> children will learn about the South American country of Brazil.</p>



# Year 3



Year 3 – Term 2

Railway revolution

**Enquiry question:** How did the railway revolution change Pokesdown and the way people travelled?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Pokesdown</li> </ul>	<ul style="list-style-type: none"> <li>I know that Pokesdown is in Bournemouth, on the south coast of England, and it has its own railway station.</li> <li>I know that Pokesdown is on the main Weymouth trainline and that Christchurch and Bournemouth are its neighbouring stations.</li> <li>I know that the Railway Revolution began in Britain during the 1800s and changed people's lives, how people travelled and traded.</li> <li>I know that maps and ariel photos can show how Pokesdown and Bournemouth have changed since the Victorian era.</li> <li>I know that before the railway, Pokesdown was a small village, but trains helped connect it to bigger towns and cities like London and Southampton.</li> <li>I know what transport was like before trains were invented.</li> <li>I know that Railways made it easier for people to visit the seaside, so Bournemouth became a popular holiday destination.</li> <li>I know that the local area changed as new roads, houses and businesses were built near the railway.</li> <li>I know how railways are used today and how they link to sustainability.</li> </ul> <p><b>Skills</b></p>	<p>railway revolution, Victorian, trade, transport, sustainability.</p> <p><b>Key people, places or texts.</b></p> <p>Pokesdown/Bournemouth</p> <div data-bbox="1464 651 1805 879"> </div> <div data-bbox="1832 632 2074 970"> </div> <div data-bbox="1547 1011 1962 1289"> </div>



	<ul style="list-style-type: none"> <li>I can use a range of maps to identify key features, places and compare old and new maps to show how places have changed.</li> <li>I can make simple observations and sketches during local field work.</li> </ul>	
Prior Learning	Key Question(s)	Future Learning
<p><b>In EYFS, children learnt:</b></p> <ul style="list-style-type: none"> <li>St. James' school is in Pokesdown and how to identify it on a simple map.</li> </ul> <p><b>In year 1, children learnt:</b></p> <ul style="list-style-type: none"> <li>That our school is in England and the capital is London.</li> <li>How to identify school and our local area on a map.</li> <li>That Southbourne beach is near our school and that Bournemouth beach and Lulworth beach has different human and physical features.</li> </ul>	<p>What was transport like before trains were invented?</p> <p>When did the railway revolution begin?</p>	<p><b>In UKS2, children will learn:</b></p> <ul style="list-style-type: none"> <li>The similarities and differences between Bournemouth and Brazil.</li> <li>About global trade links, the difference between imports and exports and the different trading routes.</li> </ul>

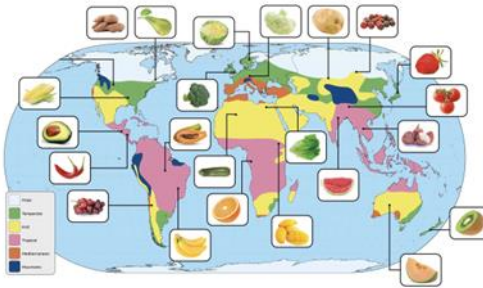


Year 3 – Term 3

Food around the world

Food and trading

Enquiry question: Where does our food come from?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b><u>Human and physical</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: settlement and land use, biomes and vegetation belts, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p><b><u>Sticky knowledge</u></b></p> <ul style="list-style-type: none"> <li>I know that food comes from various and diverse places.</li> <li>I know what is meant by imported and exported.</li> <li>I know that some food is produced locally but much of our food is grown (or reared) in other countries but had to be transported over many miles to reach us in the UK.</li> <li>I know that the weather and climate are two factors that can determine the types of food that a country can grow naturally.</li> <li>I know that Mangoes can grow in Mexico, Coffee can grow in Brazil, Bananas in Ecuador and carrots in the UK.</li> <li>I know that the USA, Germany and Ireland are the UK's three biggest trading partners.</li> <li>I know that food is imported using planes and container ships.</li> <li>I know what food miles are and how they help us to understand the environmental impact of food (less food miles are better for the environment as less energy has been used).</li> <li>I know some of the pros and cons to food trading.</li> <li>I know that fair trade farming allows people to be paid a fair price for the things they make and to have better working conditions.</li> </ul> <p><b><u>Skills</u></b></p>	<p>Import, export, trade, route, country, environment, train, food, climate, food miles.</p> <p><b>Key people, places or texts.</b></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/z9yjjs">https://www.bbc.co.uk/teach/class-clips-video/articles/z9yjjs</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zk4rmfr#zm97xbk">https://www.bbc.co.uk/bitesize/articles/zk4rmfr#zm97xbk</a></p> <p><b>Farm to fork – Tesco</b></p> 



	<p>I can identify countries across the globe on a map and discuss what foods have been grown there.</p> <p>I can identify trading routes using maps, plans and digital technologies.</p>	
Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 1, children learnt about:</b></p> <ul style="list-style-type: none"> <li>The differences between hot and cold climates.</li> </ul> <p><b>In Year 2, children learn about:</b></p> <ul style="list-style-type: none"> <li>Food that originates from Mexico.</li> </ul>	<p>What things can determine the types of food a country can grow?</p> <p>What are some of the pros and cons of trading food?</p> <p>What is meant by fair trade?</p>	<p><b>In Year 4, children will learn about:</b></p> <ul style="list-style-type: none"> <li>Key aspects of human and physical geography including biomes and climate zones.</li> </ul> <p><b>In Year 6, children will learn about:</b></p> <ul style="list-style-type: none"> <li>Key aspects of human geography including economic activity such as trade links and the distribution of natural resources.</li> </ul>





KS2 - Year 3 – Term 5

Journey to the North

Counties and Cities and study of Northeast

Enquiry question – How did the industrial revolution have such a significant impact on the Northeast?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Location knowledge – Northeast</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: human geography, including: types of, economic activity including trade links,</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass to build their knowledge of the United Kingdom</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>The United Kingdom (UK) is made up of England, Scotland, Wales and Northern Ireland.</li> <li>England is divided into counties, which are smaller areas.</li> <li>The Northeast is a region of England made up of counties such as Tyne and Wear, Northumberland, County Durham and Teesside.</li> <li>Newcastle, Durham, Sunderland, Chester Street are major NE towns.</li> <li>Rivers of the NE are Tyne, Wear, Derwent.</li> <li>The industrial revolution transformed the NE through the use of coal, urbanisation and transport.</li> <li>Mining was a major industry which shaped the landscape: it brought jobs, led to the growth of the railway and the population increased.</li> <li><b>Physical features</b> – rivers, coastline, countryside.</li> <li><b>Human features</b>- cities, ports, Hadrian's wall, Angel of the North, Cathedral.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can locate the major features of the NE on a range of maps.</li> <li>I can identify the human and physical features.</li> </ul>	<p>Durham, Northumberland, Tyne, Wear, industrial revolution, mining, landscape, Newcastle, Durham, Sunderland,</p> <p><b>Key people, Places and Texts.</b></p> <p>Counties of Durham</p> <p>Northumberland and Tyne and Wear</p>  
<p><b>Prior Learning</b></p>	<p><b>Key Question(s)</b></p>	<p><b>Future Learning</b></p>



<p><b>In Term 2:</b></p> <ul style="list-style-type: none"> <li>children studied the industrial revolution with a focus on Pokesdown.</li> </ul> <p><b>In Year 2:</b></p> <ul style="list-style-type: none"> <li>children studied the four countries within the United Kingdom.</li> </ul>	<p>What are the main counties in the Northeast?</p> <p>How did the Industrial revolution transform the Northeast?</p> <p>Can you identify the human and physical features?</p>	<p><b>In Term 6:</b></p> <ul style="list-style-type: none"> <li>children will be studying rivers and the water cycle.</li> </ul> <p><b>In Year 4:</b></p> <ul style="list-style-type: none"> <li>children will be looking at what influenced early settlers to form settlements.</li> </ul>
--	--	---

**KS2- Year 3 – Term 6**

**Ready for Rocks and Rivers**

**Rivers**

*Enquiry question: How does a river change on its journey from source to mouth?*

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including rivers and water cycle.</li> </ul> <p><b>Place knowledge</b></p>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>A river is a moving body of water that flows from its source (beginning, often in hills, springs or mountain) to its mouth (where it meets the sea, lake or another river).</li> <li>The course of a river has three main parts:</li> <li><b>Upper course:</b> near the source, fast flowing, often with waterfalls and rapids.</li> </ul>	<p>source, mouth, ox bow, meander, flow, banks, tributary, waterfall, erosion,</p> <p>water cycle: condensation, evaporation, precipitation, vapour, cloud, warming, cold.</p> <hr/> <p><b>Key people, places and texts.</b></p>



- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

- **Middle course:** wider, slower with meanders (bends).
  - **Lower course:** flat and wide, leading to the sea or a large lake.
  - A meander is a winding curve or bend in a river.
  - Ox bow lakes are created when the meander is so deep that it cuts off a piece of the meander.
  - Erosion is the wearing away of the land by forces such as water, wind, and ice.
  - Erosion has helped to form many interesting features of the Earth's surface including mountain peaks, valleys and coastlines.
  - The major rivers in the UK are Thames, Seven and Mersey.
  - The River Nile is the world's largest river and runs through the Mediterranean.
  - The Amazon River is situated in Brazil and runs through the Amazon rainforest.
  - Water is constantly moving around Earth in a cycle called the water cycle. The four main parts are:
    - Evaporation** – the sun heats up water from seas, rivers, and lakes, turning it into water vapour.
    - Condensation** – the water vapour cools and forms clouds.
    - Precipitation** – water falls from the clouds as rain, snow, or hail.
    - Collection** – water gathers in rivers, lakes, and oceans, starting the cycle again.
  - Grid references help us to find places on a map. The first part of the grid references tells you how far ACROSS the map to go. The second part of the grid reference tells you how far UP the map to go.
  - In a four-figure grid reference the numbers refer to the grid lines on the map. A square is identified by the grid lines which cross in the bottom left hand corner of the square.
- Skills**
- I can use a four-figure grid reference to find the largest rivers in the UK and to locate the source and mouth of a river.

**River Features**

**Major Rivers in UK**

<b>Thames</b> London river that is 184 miles long
<b>Severn</b> Britain's longest river (220 miles) from Wales to Bristol.
<b>Mersey</b> Liverpool river that is 70 miles long

Prior Learning

Key Question(s)

Future Learning



<p><b>In Year 2, children learnt about:</b> The rivers in the four countries within the UK.</p> <p><b>In Term 3, children learnt about:</b> The rivers of the NE: Tyne, Wear, Derwent.</p>	<p>Can I describe key aspects of physical geography water cycle?</p> <p>What does erosion mean?</p> <p>What is the longest river in the world?</p> <p>What are the main rivers in the UK?</p>	<p><b>In Year 4, children will learn about:</b> Settlements and land use.</p> <p><b>In Year 5, children will learn:</b> more about The Amazon River in relation to their topic 'Bournemouth to Brazil.'</p>
--	---	---



# Year 4





Year 4 – Term 1

Survival


UK Settlements and land use

*Enquiry question: What factors have influenced people's decision to settle in the UK over time?*

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that the UK is made up of counties and we live in the county of Dorset.</li> <li>I know that a settlement is a place where people have chosen to live. These can be different sizes and are found in different locations within the UK.</li> <li>I know that settlements can be urban or rural.</li> <li>I know the key land features looked for and valued by the earliest settlers (rivers, hills, roads)</li> <li>I know that a UK settlement can be a single dwelling, a hamlet, a village, a town or a city.</li> <li>I know how land is used in the different countries of the United Kingdom.</li> <li>I know how the land use of Bournemouth has changed over time including the building of high-rise buildings, surf reef and increase in population.</li> <li>To know how to use and 8-point compass.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can use fieldwork to observe, record and present the features of Bournemouth (through sketching and digital technologies).</li> <li>I can use fieldwork to identify land uses in Bournemouth and compare how it has changed over time.</li> <li>I can use 8 points on a compass.</li> </ul>	<p>land use, settlement, hill, sea, coast, river, rural, urban, hamlet, village, town, city, population.</p> <p><b>Key places, people and texts.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z7v496f#zq84kty">https://www.bbc.co.uk/bitesize/articles/z7v496f#zq84kty</a></p>  
<p><b>Prior Learning</b></p>	<p><b>Key Question(s)</b></p>	<p><b>Future Learning</b></p>
<p><b>In year 3, children:</b></p>	<p>Can I describe key aspects of human geography including settlements and land use?</p>	<p><b>In Year 6, children:</b></p>



<ul style="list-style-type: none"> <li>described and understood key aspects of physical geography including Rivers and the Water Cycle.</li> </ul>	What county do we live in?  What types of settlements are there?	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
--	--	--

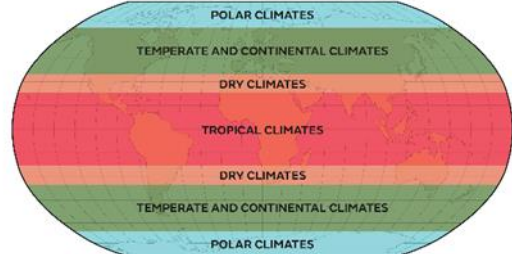
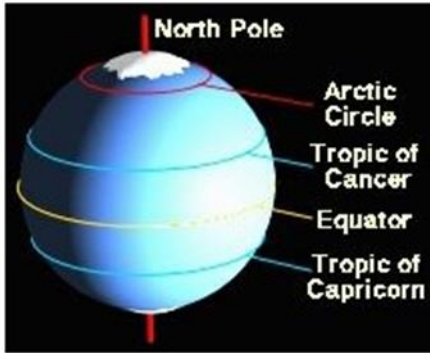
Year 4 – Term 2		
Let's Celebrate Festivals		
Destination America		
Enquiry question: Why is America such a popular place to visit?		
Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>To Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> </ul> <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> <li>To describe geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including types of settlement and land use.</li> </ul> <p><u>Geographical skills and fieldwork:</u></p>	<ul style="list-style-type: none"> <li>I know that there are 23 countries within North America.</li> <li>I know that USA, Canada and Mexico make up North America and I can locate them on a map.</li> <li>I know that there are different climate zones within the Americas (including temperate, tropical, dry and polar).</li> <li>I know that the north of the continent is within the Arctic Circle and the Tropic of Cancer passes through the south of North America.</li> <li>I know that there are 5 regions in USA: Northeast, Southeast, Midwest, Southwest and West.</li> <li>I know that there are 50 states in the USA.</li> <li>I know that North America has incredible physical features such as: Missouri River (longest river in North America), Niagara Falls and the Grand Canyon and that these benefit the economy of the country.</li> </ul>	North America, United States of America, Canada, Mexico, continent, states, region, economic, Thanksgiving, autumn, Pilgrims, Native Americans.
		<p><b>Key People, places and texts.</b></p> <p>United States of America Canada Mexico</p> 



<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>I know the human features of North America are Statue of Liberty, Times Square, Disney World and Golden Gate Bridge.</li> <li>I know that Thanksgiving is held every year on the fourth Thursday in November and it celebrates the Europeans who went to start new lives in America.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>I can compare North America to Europe.</li> </ul>	
Prior Learning	Key Question (s)	Future learning
<p><b>In Year 2, children learnt about Mexico and compared Poole harbour to Chetumal bay.</b></p>	<p>Where, why and how is Thanksgiving celebrated?</p> <p>What countries are in North America?</p> <p>What is the economic activity of the different regions in USA?</p>	<p><b>In Year 5, children will:</b></p> <ul style="list-style-type: none"> <li>Learn about the similarities and differences in human and physical geography in relation to Bournemouth and Rio de Janeiro in Brazil.</li> <li>Learn about Prime/Greenwich Meridian times zones – including day and night.</li> </ul>

<p><b>Year 4 – Term 3</b></p> <p><i>Climate matters</i></p>		
<p><b>Weather and Climate zones</b></p>		
<p><i>Enquiry question: Can you compare the world's different climate zones?</i></p>		
National Curriculum Objective	Sticky Knowledge	Vocabulary



<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of: physical geography, including: climate zones, biomes.</li> </ul> <p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that weather is something that changes daily, but climate is the average daily weather (temperature and rainfall) for an extended period.</li> <li>I know that climate zones are areas around the world with a similar climate.</li> <li>I know that: polar, temperate and tropical are all climate zones.</li> <li>I know that the UK is a temperate climate zone.</li> <li>I know that a biome is a large region of the world that has a similar climate, with similar vegetation and animals.</li> <li>I know that the main biomes are rainforests, savannah, desert, deciduous forest, taiga forest and tundra.</li> <li>I know that the equator is an imaginary line that divides the northern hemisphere and southern hemisphere.</li> <li>I know that the further away from the equator, the colder the climate and the closer you are to the equator, the warmer the climate.</li> <li>I know that the coldest places are located nearest to the South pole and North pole.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can identify the lines of latitude and explain their significance in relation to climate zones.</li> <li>I can compare climate data for different locations.</li> <li>I can name and locate the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</li> <li>I can identify the similarities and difference between the different climate zones and biomes of the world.</li> <li>I can read information from graphs and tables.</li> </ul>	<p>climate, biome, vegetation belt, polar zone, temperate, equatorial, arid, rainforest, savannah, desert, grassland, deciduous forest, taiga forest, tundra.</p> <p><b>Key People, places and texts.</b></p> <p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><small>Met Office</small></p>  
<p><b>Prior Learning</b></p>	<p><b>Key Question(s)</b></p>	<p><b>Future Learning</b></p>



<p><b>In Year 1, children learn about:</b></p> <ul style="list-style-type: none"> <li>• The world's seven continents and five oceans.</li> <li>• The seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator, North and South poles.</li> </ul> <p><b>In Year 3, children learnt about:</b></p> <ul style="list-style-type: none"> <li>• The countries and food around the world.</li> <li>• The water cycle and rivers.</li> <li>• The human and physical features of a region of the United Kingdom – Northeast.</li> </ul>	<p>What are the similarities and differences between the different climate zones and biomes?</p> <p>What is the significance of the equator in relation to biomes and climate zones?</p> <p>What climate zone are we in?</p>	<p><b>In year 5, children will learn about:</b></p> <ul style="list-style-type: none"> <li>• The similarities and difference in human and physical geography, comparing Bournemouth to Rio de Janeiro.</li> </ul> <p><b>In Year 6, children will learn to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
--	--	---

**KS2 - Year 4 – Term 5**

**Incredible Inventions**

**Mountains**

**Enquiry question:** *What makes mountains so magnificent?*

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Locational Knowledge:</u></p>	<p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know that mountains are formed when tectonic plates push together.</li> </ul>	<p>Peak, valley, cliff, ridge, plateau, summit, hill, range, tectonic plates, fold, mountains, Himalayas, Andes, Alps,</p>



<ul style="list-style-type: none"> <li>To name and locate key topographical features (including hills, mountains, coasts and rivers)</li> </ul> <p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea.</li> </ul> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (England- Scafell Pike, Scotland- Ben Nevis and China- Mount Everest)</li> </ul> <p><u>Geographical and Fieldwork:</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate features in countries (England- Scafell Pike, Scotland- Ben Nevis and China- Mount Everest)</li> </ul>	<ul style="list-style-type: none"> <li>To know that Mountain ranges are long chains or groups of mountains. Ranges are usually 1,00 or more miles long. The Rocky Mountains and the Himalayan Mountains are examples of mountain ranges.</li> <li>80% of our fresh water originates from mountains. Generally, mountains are higher than 600m, if they are less, they are called hills.</li> <li>Mountains can be rocky and barren, but some have trees growing on their sides and very high mountains have snow on their peaks.</li> <li>Not all mountainous regions are covered in snow.</li> <li>Some of the highest are at the bottom of the sea. Hawaii is at the top of a volcanic mountain in the Pacific Ocean.</li> <li>The summit is the top of the mountain</li> <li>More than half the mountain is below water.</li> <li>Mount Everest is the tallest mountain in the world.</li> <li>Ben Nevis is Britain's highest mountain, which is 1344 meters tall.</li> <li>The largest range of mountains is in the Atlantic Ocean.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>I can locate Scafell Pike and to know it is the highest mountain in England (978m) and compare it to Ben Nevis (Scotland) is the highest in the UK (1344m).</li> <li>I can locate Mount Everest in China and to know it is the world's highest mountain and it is 8,850m high (Compare similarities and differences with Ben Nevis and Scafell Pike)</li> </ul>	<p>Urals, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Key people, places and texts.</b></p>
<p><b>Prior Learning</b></p>	<p><b>Key Question(s)</b></p>	<p><b>Future Learning</b></p>
<p><b>In KSI children learnt to:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Where are the key mountain ranges in the world?</li> <li>Where is the higher ground in the UK?</li> <li>What are the features of a mountain?</li> <li>How are different mountains made?</li> <li>How varied is the climate of mountains?</li> </ol>	<p><b>In Year 6, children will learn about:</b></p> <ul style="list-style-type: none"> <li>Volcanoes and Earthquakes.</li> </ul>



# Year 5



**Year 5 – Term 1**

**Ancient Greece**

**Europe and Greece**

*Enquiry question: Why do tourists choose to visit Greece?*

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains, volcanoes and earthquakes.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that Greece is part of the continent of Europe (as is the UK) and its capital is Athens.</li> <li>I know that Greece borders Albania, N. Macedonia, Bulgaria and Turkey.</li> <li>I know that the Greek climate is Mediterranean – different to the UK climate. The temperature ranges from 30-35c in the summer to 13c in the winter.</li> <li>Greece is made up of a mainland area and thousands of little islands – the largest is Crete.</li> <li>I know that the physical features of Greece are mountains (Olympus is the biggest), seas (Ionian and Aegean), Islands (Crete, Corfu, Rhodes), river (R.Maritsa, Haliakmon) and volcanoes (Santorini, Milos).</li> <li>I know that the human features mainly come from Ancient Greece and are popular tourist attractions (Parthenon, Acropolis, Temple of Zeus, Theatre of Dionysus).</li> <li>I know that tourism and tourists bring money to Greece and visit due to its warm weather and beautiful scenery.</li> <li>I know the similarities and difference between the UK and Greece.</li> </ul>	<p>Greece, island, sea, tourism, food, lake, mountain, Mediterranean, Aegean Sea, Climate, tourism.</p> <p><b>Linked texts and resources</b></p> <p><a href="https://kids.nationalgeographic.com/geography/countries/article/greece">https://kids.nationalgeographic.com/geography/countries/article/greece</a></p>
Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 3, children learnt:</b></p> <p>The River Nile is the longest river in the world and runs through the Mediterranean.</p>	<p>Where is Greece?</p> <p>What is the capital city in Greece?</p> <p>How does Greece compare to the UK?</p>	<p><b>In Term 6, children will learn about:</b></p> <ul style="list-style-type: none"> <li>Similarities and differences in human and physical geography, comparing Bournemouth to Rio de Jenaro in Brazil.</li> </ul>



**In Year 4, children completed a unit of learning about mountains where they learnt:**

- There are several mountain ranges such as: The Rocky Mountains and the Himalayan Mountains.
- 80% of our fresh water originates from mountains. Generally, mountains are higher than 600m, if they are less, they are called hills.
- Mountains can be rocky and barren, but some have trees growing on their sides and very high mountains have snow on their peaks.
- Not all mountainous regions are covered in snow.
- Some of the highest are at the bottom of the sea. Hawaii is at the top of a volcanic mountain in the Pacific Ocean.




**Year 5 – Term 3**

**Earth and Space**

**Time zones**

**Enquiry question:** How and why does time differ around the world?

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><u>Sticky knowledge</u></p> <ul style="list-style-type: none"> <li>The globe is split into time zones using imaginary lines called meridians.</li> <li>Meridians run from the North Pole to the South Pole, crossing lines of latitude.</li> <li>There are 24 time zones.</li> <li>There is an imaginary line running through the UK called the Prime Meridian, running through Greenwich splitting the world into East and West hemispheres.</li> <li>Very large countries such as Australia, Russia or the USA are spread out across many time zones.</li> <li>Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.</li> <li>New Year is celebrated at different times in different places due to these time zones.</li> <li>During summer in the UK, there are more hours of daylight. In the winter in the UK, there are fewer hours of daylight.</li> <li>In the UK, the clocks go forward 1 hour in March and back 1 hour in October to allow for more sunlight during the day. This is called 'daylight savings time'.</li> <li>Map scales help us work out distances in real life but they are different depending on what type of map you are looking at.</li> <li>A six-figure grid reference helps us to pinpoint exact locations on a map.</li> </ul>	<p>meridian, time zone, longitude, latitude, hemisphere, Greenwich, 24 hours, day, night.</p> <p><b>Key people, places and texts.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</a></p> <p><a href="https://kids.kiddle.co/Time_zone">https://kids.kiddle.co/Time_zone</a></p> 



	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can identify continents, countries and the position of different time zones.</li> <li>I can understand how the Earth is divided into lines of longitude and latitude.</li> <li>I can find major cities around the world and determine their time zones.</li> </ul>	
<b>Prior Learning</b>	<b>Key Question(s)</b>	<b>Future Learning</b>
<p><b>In Year 4, children completed a unit of learning on climate zones, where they learnt:</b></p> <ul style="list-style-type: none"> <li>Climate zones are areas around the world with similar climate</li> <li>Polar, temperate and tropical are climate zones</li> <li>A biome is a large region in the world that has a similar climate with similar vegetation and animals.</li> <li>The equator is an imaginary line that divided the northern and southern hemisphere.</li> </ul>	<p>Is it possible to travel back in time? Back up your answer with evidence.</p> <p>Why do some countries turn their clocks forwards and backwards by an hour during the year?</p>	<p><b>In KS3, children will:</b></p> <ul style="list-style-type: none"> <li>consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them.</li> </ul>

<b>Year 5 – Term 6</b>		
<b>Bournemouth to Brazil</b>		
<b>South American comparison study</b>		
<b>Enquiry question:</b> What are the differences and similarities between Bournemouth and Brazil?		
<b>National Curriculum Objective</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<u>Location Knowledge</u>	<u>Sticky knowledge</u>	Rio de Janeiro, Brazil, Sugarloaf mountain, granite, seaside, city, plain, climate,



- To Locate the world's countries, using maps to focus on Europe 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 within North or South America.

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Human and physical Geography:**

- Understand that physical features are natural features in an environment. Understand that physical features can include beach, cliff, coast, forest, hill, mountain, sea.

- Bournemouth is a coastal town in southern England, UK.
- Rio de Janeiro is a seaside city in Brazil.
- Rio de Janeiro is close to the Tropic of Capricorn
- The Atlantic Ocean is on the south of the city
- Brazil is the largest country in South America, with diverse landscapes including the Amazon rainforest and the Pantanal wetlands.
- Brazil is the fifth largest country in the world, and it borders with every South America country except Chile and Ecuador
- The city was founded on Guanabara Bay
- Bournemouth has a temperate climate, while Brazil has a variety of climate zones, ranging from tropical to temperate.
- The population of Bournemouth is around 200,000 people, while Brazil has over 210 million people.
- Physical features of Bournemouth are sandy beaches, cliffs, rivers, parks.
- Physical features of Brazil are Amazon rainforest, rivers, mountains (sugarloaf) and beaches (Copacabana beach).
- Sugarloaf Mountain is a granite peak
- Human features of Bournemouth are urban areas, schools, shops, tourist attractions.
- Human features of Brazil: Megacities, villages, farms and favelas (Shanty towns)
- The Rio carnival is the largest in the world.
- Six-figure grid reference is a method used on maps to pinpoint a location to the nearest 100 metres within a 1-km grid square.

**Skills**

- I can make comparisons between Bournemouth and Brazil.
- I can locate both Bournemouth and Brazil on a map.
- I can identify and describe the human and physical features.
- I can present my findings clearly using written, oral or digital formats.
- I can locate different places/cities in Brazil using a six-figure grid reference.

**Key people, places and texts.**

<https://www.bbc.co.uk/bitesize/guides/zw6pwxs/revision/5>





Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 2, children learnt:</b></p> <ul style="list-style-type: none"> <li>About the non-European country of Mexico. They studied the physical and human geography and made comparisons to Poole harbour in the UK.</li> </ul> <p><b>In Year 4, children learnt that:</b></p> <ul style="list-style-type: none"> <li>Grid references help us to find places on a map. The first part of the grid references tells you how far ACROSS the map to go. The second part of the grid reference tells you how far UP the map to go.</li> <li>In a four-figure grid reference the numbers refer to the grid lines on the map. A square is identified by the grid lines which cross in the bottom left hand corner of the square.</li> </ul>	<p>How can we locate places on maps?</p> <p>What is a six-figure grid reference?</p> <p>How is distance represented on a map?</p> <p>What is life like in Brazil?</p>	<p><b>In KS3, children will:</b></p> <p>consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time.</p>



# Year 6





**Year 6 – Term 1**

**Cities of the future**

**Settlements, land use and sustainability.**

**Enquiry question: How does our world look now and how will our world look in the future?**

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><b>Geographical skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>I know that settlements are places where people live, and their names can give us clues to their past.</li> <li>I know that: flat land, local raw materials, water bends, hilltops, fertile soil and transport links are desirable when settling – link to Hengistbury head (local area)</li> <li>I know that there are different types of settlements: town (Bournemouth), village (Bransgore), city/metropolis (Southampton/London) and hamlet (Winkton).</li> <li>I know the difference between urban and rural areas.</li> <li>I know how to use different symbols and keys on OS maps.</li> <li>I know what sustainability means</li> <li>I know the difference between renewable and non-renewable energy.</li> <li>I know the ways in which I can make a city/town more sustainable (social, economic and environmental) - greener cities, clean energy, recycling, buildings, transport, locally sourced products – sustainable tourism.</li> <li>I know that Bristol is the most sustainable city in the UK.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>I can carry out fieldwork to collect information about the local area.</li> <li>I can use a six-figure grid reference.</li> <li>I can make sketch maps of the local area using symbols, a key and a scale.</li> </ul>	<p>Settlement, raw materials, fertile, urban, rural, ordnance survey, sustainability, renewable energy, non-renewable energy, social and economic.</p> <p><b>Key people, places and texts.</b></p> <p>Hengistbury head – settlements/hillforts.</p>  <p>Bristol – UK's most sustainable city.</p> 



	<ul style="list-style-type: none"> <li>I can create my own sustainable city.</li> </ul>	
Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 4, children learnt:</b></p> <ul style="list-style-type: none"> <li>That a settlement is a place where people have chosen to live, and these can be different sizes and are found in different locations in the UK.</li> <li>The key land features looked for by earliest settlers.</li> <li>That settlements can be a village, town, hamlet and city.</li> <li>How the land use of Bournemouth has changed over time.</li> </ul>	<p>What do you think attracted early settlers?</p> <p>What is the difference between rural and urban areas?</p> <p>How can we make our town more sustainable?</p>	<p><b>In KS3, children will:</b></p> <p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> <li>human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul>

Year 6 - Term 3		
The Galapagos Islands		
Volcanoes and Earthquakes		
Enquiry question: What are earthquakes and volcanoes and why do they happen?		
National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>To locate the world's countries, using maps to focus on Europe, North and South America.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.</li> </ul>	<p><u>Sticky knowledge</u></p> <p><u>Galapagos islands</u></p> <ul style="list-style-type: none"> <li>I know that the Galapagos islands is an archipelago made up on 19 islands located on the west coast of South America.</li> <li>I know why the Galapagos is appealing and the impact of tourism on the Galapagos islands.</li> <li>I know that the Galapagos Islands are formed from volcanoes, some of which are still active.</li> </ul> <p><u>Volcanoes</u></p>	<p>tectonic, ash, plates, crust, magma, inner core, outer core, mantle, volcano, molten, lava, eruption, natural disaster, Richter, tourism, mining, energy.</p> <p><b>Key People, places and texts</b></p> <p>Charles Darwin – Finches</p>



Understand human geography, including: the distribution of natural resources including energy, food, minerals and water

**Skills and fieldwork**

- Use maps, atlases, globes and digital mapping to locate countries.
- Use fieldwork to observe and present the human and physical features using a range of methods including sketch maps, plans and graphs.

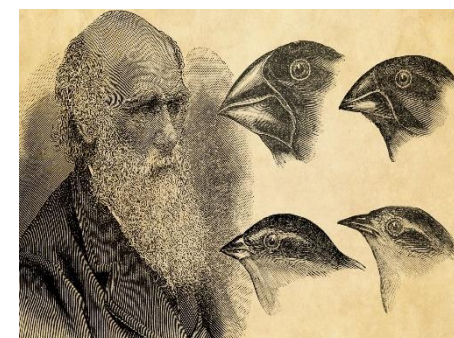
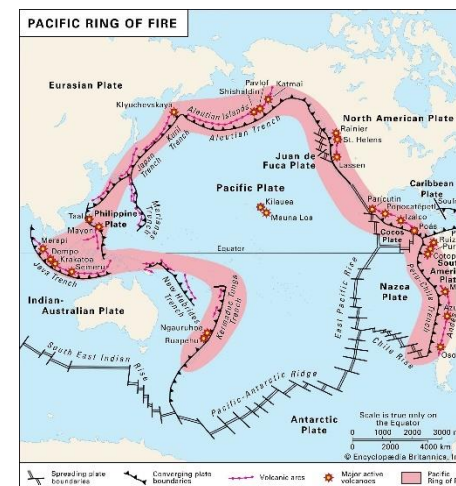
- I know that the earth is made up of different layers: crust, mantle and core.
- I know that people choose to live near volcanoes due to: fertile soil, tourism, mining and energy.  
I know that volcanoes are caused when magma (molten rock) rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the earth's surface, and it eventually explodes onto the earth's surface.
- I know the features of a volcano including crater, magma, lava, vent and earth's crust.
- I know that the Ring of Fire is a string of volcanoes and sites of seismic activity, or earthquakes, around the edges of the Pacific Ocean – link to Galapagos.

**Earthquakes**

- I know that Earthquakes are caused when tectonic plates collide, and one plate is pushed beneath another.
- I know some of the primary effects of an earthquake including tremors, tsunamis, buildings collapsing, bridges, roads floods and fires – link to the Galapagos.
- I know that earthquakes can affect society, the environment and the economy/ trade – link to the Galapagos
- I know that the power of an earthquake is measured using the Richter Scale.

**Skills**

- I can use atlases and maps to identify the 'Ring of Fire' and the Galapagos Islands.
- I can explain geographical processes using diagrams.







Prior Learning	Key Question(s)	Future Learning
<p><b>In Year 4, children learnt:</b></p> <ul style="list-style-type: none"> <li>Climate zones, biomes, vegetation belts and mountains.</li> </ul> <p><b>In Year 5, children learnt:</b></p> <ul style="list-style-type: none"> <li>About the different volcanoes in Brazil – South America.</li> </ul>	<p>What is a volcano and how does it erupt?</p> <p>Why do people choose to live near volcanoes?</p> <p>What is an earthquake?</p> <p>How do natural disasters affect the wider community?</p>	<p><b>In KS3, children will learn about:</b></p> <ul style="list-style-type: none"> <li>physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</li> </ul>

**Year 6 – Term 5/6**

**Election**

**America and global trade links**

**Enquiry question: How did trade go global?**

National Curriculum Objective	Sticky Knowledge	Vocabulary
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> <li>Human geography including trade links.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>I know where the countries of Europe are located – including Russia.</li> <li>I know that Brazil, Columbia, Guyana, Ecuador, Peru, Bolivia, Paraguay, Argentina, Chile, Uruguay and the Galapagos are in South America.</li> <li>I know that central America is in North America and where it is in relation to the equator. I know it consists of seven countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.</li> <li>I know that global trade is the buying and selling of goods.</li> <li>I know the difference between imports and exports.</li> <li>I know that the improvements in technology, transport and communications allowed money and items to be exchanged across the globe - globalisation.</li> </ul>	<p>region, latitude, longitude, equator, hemisphere, oceans, Panama, canal, Atlantic, Pacific, trade, fair trade, import, export, globalisation.</p> <p><b>Key people, places and texts.</b></p> <div style="display: flex; justify-content: space-around;">   </div>



- I know that trading goods can happen via air, river, sea and roads.
- I know that some of the goods the UK exports are Scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oils and gas.
- I know that some of the good the UK imports are Coffee beans, bananas, medicines, aircraft parts, cars, computers, oil and gas.
- I know that the UK's biggest trading partners are USA, Germany and China.
- I know what fair trade means.
- I know that the main exports for trading in Central America are coffee, fruit, palm oil, bananas, cotton and sugar.
- I know that the Panama Canal (Central America) was built to link Atlantic and Pacific Ocean and save journey time.
- I know how trading has changed throughout history.

**Skills**

- I can locate a variety of countries on a map.
- I can tell the difference between imports and exports.



**Prior Learning**

**In Year 3, children have learnt about:**

- The fact that parts of the UK re connected by road and rail allowing the easy transport of people and goods.

**In year 4, children have learnt about:**

**Key Question(s)**

- What is the difference between import and exports?
- Who is the Uk's biggest trading partners?
- Why was the Panama Canal built?

**Future Learning**

**In KS3, children will:**

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their



<ul style="list-style-type: none"><li>• The different countries within North America, their biomes, climate and physical and human geography.</li></ul> <p><b>In Year 5, children have learnt about:</b></p> <ul style="list-style-type: none"><li>• The different countries within South America and the human and physical features of Brazil.</li></ul>		environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
--	--	---