



Geography Curriculum



Topic - Step Right Up!
Year 1 - Autumn
Subject - Geography



Prior Learning	Children in Reception will have had the opportunity to look at and make different types of maps. They will have been introduced to aerial photographs and identify different features on them. They will know that there are other countries other than the one they live in.
What Comes Next	In Year 2 –Children in Year 2 will go on to identify the hot and cold areas of the world and locate these on a map and a globe. They will identify where the Equator, North and South pole are on a map and a globe and where the hot and cold areas are in relation to these. They will then identify the features of a hot and cold area.
Key Vocabulary	Map, shop, school, building, town, office, church, supermarket, road, path, near, far, right and left, seasons, spring, summer, autumn, winter,

Notes and Guidance	Skills	Knowledge
<p>Children will look at different types of maps and what they are used for. They will look at aerial photographs and identify key features.</p> <p>They will look at how this can help them make a simple map. Children will begin by looking at their school. They will look at their own classroom and make a map of their classroom and playground before going on a walk into Blackheath and looking at human and physical features that they can see. They will identify the buildings that they can see and what they are used for.</p>	<ul style="list-style-type: none">• Make a simple map of classroom.• Make a simple map of playground.• Use directional language e.g. near, far, right and left• To locate the town where they live on a map.• To complete a daily weather chart.	<ul style="list-style-type: none">• To identify what a map is and what it is used for.• To identify different types of maps- sketch map, road map, world map.• To identify the town that they live in.• To identify key features from an aerial photograph• To identify different types of weather• To identify the four seasons.• To identify signs of autumn- complete a fact file on autumn.• Identify key features of the local environment e.g. town, shop, supermarket, church.• Link human activities to key places e/g shop, supermarket, church.• To identify different types of maps-sketch map, road map, world map.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning

Topic - Turrets and Tiaras

Year 1 - Spring

Subject - Geography





Prior Learning	Children in Reception will have had the opportunity to look at and make different types of maps. They will have been introduced to aerial photographs and identify different features on them. They will know that there are other countries other than the one they live in.
What Comes Next	In Year 2, children will use a map to identify seaside locations in the United Kingdom. They will describe places and routes on a map in a seaside town. They will use a map to follow a route around a seaside town and use aerial photographs to recognise landmarks and basic natural and manmade features.
Key Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland. London, Edinburgh, Cardiff, Belfast, summer, spring, autumn and winter.

Notes and Guidance	Skills	Knowledge
Children will build on the map work that they completed last term. They will make their own map linked to our topic of Turrets and Tiaras and devise a key to go with it. They will identify the four countries of the United Kingdom and their capital cities. They will locate these on a simple map. They will continue to look at the seasons looking at the signs of winter and spring and comparing them.	<ul style="list-style-type: none"> Identify land and sea on a globe or in an atlas. Locate the United Kingdom on a map and globe. Locate the four countries' of the United Kingdom on a map. To complete a daily weather chart. Devise a simple map linked to Turrets and Tiaras topic. Devise and use a simple key. Use and follow a simple map. 	<ul style="list-style-type: none"> Identify/ name a globe and what it is used for. Identify the four countries of the United Kingdom. Name the capital cities of the four countries of the UK. To identify the four seasons. To identify the signs of winter- complete a fact file. To identify the signs of spring- complete a fact file. Identify symbols on a simple key- e.g. hill, river.

Enrichment

During this topic, the children spend a day at Warwick Castle.

		Topic - Yum Yum Year 1 - Summer Subject - Geography		
Prior Learning	Children in Reception had the opportunity to look at and make different types of maps. They were introduced to aerial photographs and identified different features on them. They will know that there are other countries other than the one they live in.			
What Comes Next	In Year 2, children will look at Blackheath and compare it with the town of Toliara in Madagascar. They will compare the culture of the two places (the food that is eaten there, clothing, housing, language and employment.)			
Key Vocabulary	Map, shop, seasons, spring, summer, autumn, winter, fruit, continents, countries, oceans, globe, map, climate, map, mango, passion fruit, guava, papaya.			
Notes and Guidance		Skills		Knowledge
Children will continue looking at seasons. They will complete a fact file on summer and compare it to autumn, winter and spring. They will also continue work on map skills and will identify the seven continents and locate them on a map. As part of our topic on food, the children will look at different types of fruit. They will look at which ones grow in the UK and which ones do not. They will look at why some fruits do not grow in this country. In English, we will read the story of Handa's Surprise and look at the fruit that grows in Africa and why it will grow there but not in the UK.		<ul style="list-style-type: none">• To locate the seven continents on a map.• To locate Africa on a globe.• To complete a daily weather chart.• To locate countries where some of our fruit comes from on a world map.• To identify the conditions that strawberries need to grow.		<ul style="list-style-type: none">• To name the seven continents.• To identify the four seasons• To identify the signs of summer -complete a fact file on summer• To identify similarities and differences between the four seasons.• Identify fruit that grows in the United Kingdom• Identify fruit that does not grow in the United Kingdom.• To identify why some fruit cannot be grown in the UK
Enrichment				
During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.				



Topic – Fire and Ice
Year 2 – Autumn
Subject – Geography



Prior Learning	In Year 1, children began to identify features from an aerial photograph. Identify what a map is and what it is used for.
What Comes Next	Children will focus on naming and locating the countries and cities of the UK, along with the main rivers and seas.
Key Vocabulary	North Pole, South Pole, tundra, equator settlements, vegetation, desert, hot and cold

Notes and Guidance	Skills	Knowledge
<p>Children to use atlases to locate the cold and warm places on the Earth. Use keys and visual information to identify how those areas can be identified. What geographical features might a cold area have? Where are the world's icy regions? What vegetation is there? Are there any settlements in these frozen regions?</p> <p>An igloo could be created in the classroom from empty milk cartons.</p>	<ul style="list-style-type: none">• Use a world map and a globe to locate the world's seven continents and five oceans.• To locate the equator on a globe.• To locate the North and South Poles on a globe.• To locate hot and cold areas of the world on a map and create a key to show this.• Use visual information to identify whether an area is hot or cold.• To identify the four points of the compass.• Use aerial photographs to recognise landmarks and basic human and physical features.• To use keys found in an atlas to identify hot and cold areas.• To compare weather in the local area with that in cold, hot places in the world.	<ul style="list-style-type: none">• To name and locate the world's seven continents and five oceans.• To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.• Use aerial photographs to recognise landmarks and basic human and physical features.• Follow basic fieldwork approach, question – observe – collect – describe.• Observe what we notice about local weather.

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall, handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.



Topic – Into the Wild
Year 2 – Spring
Subject – Geography



Prior Learning	In year one, the children learnt the names and positions of the continents and where Africa is on the globe.
What Comes Next	In year 3, the children will learn more about the continent of Europe.
Key Vocabulary	Key, United Kingdom, England, Scotland, Wales, Northern Ireland., Africa, Madagascar, Toliara, culture, employment

Notes and Guidance	Skills	Knowledge
In this unit, children compare a village in Madagascar- Toliara to living in Blackheath. They will develop their locational knowledge by revisiting continents and learn more about the countries that make up Africa (what countries are in North Africa, South Africa). They learn about the equator and what the weather is like there. As they zoom in on Toliara, they learn about similarities and differences to Blackheath – they find out about the physical landscape and look at how communities work together and the challenges they face.	<ul style="list-style-type: none">• Locate Blackheath and Toliara on a world map.• Compare and contrast the cultures of Toliara and Blackheath.• Can ask questions to find out what different places are like.• Draw a simple map of Africa locating Madagascar.• Use aerial photographs to recognise landmarks and basic human and physical features.	<ul style="list-style-type: none">• How to identify which continents Blackheath and Toliara are found in.• How to identify two locations- Blackheath and Toliara• How to understand what is meant by the word culture.• How to describe the culture of the people of Toliara- food, clothing, language spoken, housing and employment.• About their educational visit to Weston Super Mare.

Enrichment

During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.



Topic – Buckets and Spades
Year 2 – Summer
Subject – Geography



Prior Learning	In Year 1, children have studied the forested areas and learnt the names of some of the earth's oceans and continents. In Spring term, Year 2 will have focussed on comparing Blackheath and Toliara.
What Comes Next	Children will be focusing on the geographical features of Ancient Greece and focussing on a European country.
Key Vocabulary	Beach, coast, cliffs, town, village, pier, rock pool, lighthouse, lifeboat, lifeguard, beach hut, wind break, pebbles, shingle, sand

Notes and Guidance	Skills	Knowledge
<p>Children should learn how to identify beach environments from a range of maps – where are they found? Emphasise that beaches can be found on all coastlines but what makes us choose certain beaches as holiday resorts? What weather do they have? What features are then built in these places to cater for holidaymakers?</p> <p>The trip to Weston provides an excellent example for fieldwork – children can depict/describe the route to the coast. Relate these directions to major cities in England. What features do they find at the coast – how do they compare to the features of Blackheath?</p>	<ul style="list-style-type: none">• To use a map to find seaside locations in the four countries of the United Kingdom.• To use key words to describe different places and environments.• To compare Weston Super Mare with Blackheath and recognise similarities and differences.• To identify which features are natural and which are man-made.• To describe places and routes on a map in the context of the seaside town Weston Super Mare using locational and directional language.• To use a map to follow the route around a seaside town.• To use aerial photographs to recognise landmarks and basic natural and human features.	<ul style="list-style-type: none">• To identify seaside locations in the four countries of the United Kingdom.• To identify seaside objects e.g., pier, promenade, ice cream kiosk, shingle.• To identify why certain beaches are more popular than others. (Features and weather)• To describe a seaside town- Weston Super Mare.• To identify features of a seaside town. -Weston Super Mare• To identify what resources will help me to find out more about Weston Super Mare.

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - Geography



Prior Learning	Pupils have previously identified the five oceans and seven continents and identified which continent Blackheath is found in. They have explored seaside locations in the four countries of the UK.
What Comes Next	In Year 4, pupils study the Amazon rainforest looking at both human and physical features. They will explore how water impacts human life investigating flooding and make decisions around the conservation of water. Finally, they will learn about national disasters including volcanoes and earthquakes.
Key Vocabulary	United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, mountain, peak, height, population, counties, capital.

Notes and Guidance	Skills	Knowledge
Children should consider how areas of the United Kingdom have changed over time. Children should think about what is here now which wouldn't have been then. What building materials did people have? Could they build wherever they wanted? Where would they choose to build or create a home? Why would some land be better to use than other areas? Children could carry out a study based on a given situation. Imagining that they are in an area – where would they settle and why?	<ul style="list-style-type: none">• To label key cities of the UK.• To use the eight compass points to describe the location of the countries and cities of the UK.• To use eight compass points to describe a location on a map.• To locate countries on a map of the UK• To use a map or atlas to locate areas of high ground in the UK.• To research using photos, maps etc.• To find out more about the country that I live in.• To describe how the UK has changed over time.• To use 8 compass points to describe a locational relative to another place.• To follow the journey of a river on a map and find out where it starts and ends	<ul style="list-style-type: none">• To name and locate the countries and cities of the UK.• To name the main rivers of the UK.• To name the seas surrounding the UK.• To name and locate the main rivers and seas of the UK.• To name counties of the UK.• To identify the county I live in.• To know/explain what a county is.• To name the areas of high ground in the UK• To identify things our county is known for e.g. foods, people, industries, trades.• To identify the human and physical features of the county we live in.• To identify how the UK has changed over time.• To identify rivers and seas using an atlas or map.

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Geography



Prior Learning	In Year 2, pupils have previously identified different climates and how they affected physical and human features. They have also compared two different towns to look at how communities work together. In Year 3, the children have located main rivers in the UK and seas that surround it. They have also identified countries and counties in the UK.
What Comes Next	In Year 4, pupils study the water cycle and investigate the effects that water has on human life such as environmental damage.
Key Vocabulary	Farm, land, rural, urban, agricultural, arable, pastoral, climate, trade, fair trade

Notes and Guidance	Skills	Knowledge
This topic could involve a trip to Sheepwash farm in Lichfield where the children can explore pastoral and arable farming as the farmer owns cows and grows potatoes used for McCain's chips.	<ul style="list-style-type: none">To locate urban and rural areas on a map of the UK.To locate arable farming areas of UK on a map.To locate pastoral farming areas of UK on a map.To compare maps of different agricultural areas.To locate rural and urban areas on a map of the UK	<ul style="list-style-type: none">To identify areas where food is farmed in the UKTo know what the terms rural and urban mean.To explain what rural land is used for in the UK.To identify different types of farming.To describe what is meant by arable and pastoral farming.To give reasons why farms are located in certain places.To identify what happens on a farm during different seasons.To explain how physical and human features affect farming in different regions.To visit a farm to look at pastoral and arable farming.To look at what a potato crop needs to grow.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – Ancient Greece
Year 3 – Summer Term
Subject – Geography



Prior Learning	Pupils have previously studied differing environments (hot and cold areas), analysed the geography of Britain with particular reference to its rivers and seas and considered the geographical features of the UK. They have used maps and atlases to locate the geographical location of these areas.
What Comes Next	In Year 4, pupils study Italy within the context of the Roman Empire; they will learn about the water cycle and consider environments that are at risk by focusing on the world's equatorial rainforests.
Key Vocabulary	Europe, continent, Greece, Athens, export, terrain, climate, population.

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the Geographical features of Greece. What is it like as a country? What are its geographical features in terms of terrain and weather – how have these affected the use of land in the country?</p> <p>Children may learn about the use and features of Atlases, for example they may use keys to identify major cities, the terrain of an area and begin to gain an understanding of scale.</p>	<ul style="list-style-type: none">• To locate Europe on a map.• To locate Greece on a map of Europe.• To label the neighbouring countries of Greece.• To label the seas surrounding Greece.• To locate Athens and main cities on a map of Greece.• To use geographical Key Vocabulary to describe the physical attributes of an area.• To populate a comparison table to show differences and similarities between the UK and Greece.• To distinguish between physical and human Geography in Athens and Blackheath using photographs and maps.• To compare the terrains, climate and population of the UK and Greece.• To compare the climate of UK and Greece.	<ul style="list-style-type: none">• To identify some countries in the continent of Europe.• To identify the countries that neighbour Greece.• To identify the seas that surround Greece.• To name some Greek Islands.• To name the capital city of Greece.• To name the main cities of Greece.• To identify landmarks of Greece e.g. Acropolis.• To identify the reasons why Greece is a popular tourist destination.• To identify many popular Greek foods.• To identify the main Greek export.• To identify the Greek flag.• To explain what the term export means.

Enrichment

During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Topic – Roman Empire
Year 4 – Autumn Term
Subject – Geography



Prior Learning	In Year 3, the children have looked at locating a range of countries on a map so the children will have the basic skills to help them continue this in Year 4.
What Comes Next	The children will look at surrendering countries as part of their WW2 topic in Year 5. They will use the skills of map reading from the previous Years to help them do this.
Key Vocabulary	Eruption, magna, mantle, fault, lava, crust, extinct, active, dormant, core, crust, ash, crater.

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the Geographical features of Italy. What is it like as a country? What are its geographical features in terms of terrain and weather – how have these affected the use of land in the country?</p> <p>Children may learn about the use and features of Atlases, for example they may use keys to identify major cities, the terrain of an area and begin to gain an understanding of scale.</p> <p>Children can identify the geographical extent of the Roman Empire and create a map of the empire. More able could use scale to calculate distances in miles and kilometres.</p>	<ul style="list-style-type: none">• To locate some volcanoes on a world map• To locate the ring of fire on a map• To describe what you find underground• To create and label a cross section of the earth• To describe volcanoes using the terms active, dormant and extinct• To use a map and digital computing to locate volcanoes and describe the features studied.	<ul style="list-style-type: none">• To say where volcanoes are found• To tell you where earthquakes happen• To list the layers that make up the earth• To name parts of a volcano• To describe how a volcano is formed• To describe what happens when a volcano erupts• To explain how volcanoes effect people's lives• To explain the terms active, dormant and extinct• To list the benefits and risks of living near a volcano

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.



Topic – Water
Year 4 – Spring Term
Subject – Geography



Prior Learning	In Year 3, children named the main rivers and seas of the UK. They named and identified rivers and seas on a map.	
What Comes Next	The children will locate the English channel and study another local area (Merry Hill)	
Key Vocabulary	Flooding, water pollution, water cycle, solid, liquid, gas, evaporation, condensation, precipitation, transpiration, flood plain, channel, vegetation, dam	
Notes and Guidance	Skills	Knowledge
Pupils should learn about how rivers affect, both positively and negatively, people's lives. Firstly, children could learn the names and locations of the world's major rivers. They could then consider the positive and negative aspects of rivers. In addition, look at a recent example of flooding in a country of the world (E.g. flooding in Pakistan 2022). The children will then focus on localised flooding and what causes this and how it effects people.	<ul style="list-style-type: none">• Locate areas on a world map that are known for flooding.• Research an example of recent flooding abroad e.g. Pakistan.• Locate areas on a map of the United Kingdom that are known for flooding.• Research and identify causes and effects of localised flooding.• Describe ways to limit flood damage	<ul style="list-style-type: none">• Know some rivers of the world.• Identify areas locally that are known for flooding and their features• To know why/how water is treated• To know the causes and effects of flooding• To know the effects and ways to reduce water pollution
Enrichment During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.		



Topic – Rainforests
Year 4 – Summer Term
Subject – Geography



Prior Learning	Children will have used atlases throughout Year 3. They will also have carried out a study of a European country and analysed how physical geography and natural resource distribution affect where people live?
What Comes Next	In Year 5, children will study how land use in a particular area has changed over time.
Key Vocabulary	Rainforest, Amazon, climate, temperature, equator, canopy, endangered, canopy, deforestation, sustainable, forest floor, temperature, Tropic of Cancer, Tropic of Capricorn.

Notes and Guidance	Skills	Knowledge
Pupils should use map skills to identify the position of the world's rainforests. Use the keys found in atlases to identify forested areas. Children to begin to understand the terms latitude, longitude and Northern/Southern hemisphere. Study the geographical features of rainforests and compare them with the geographical features of Britain. How do tropical rainforests differ from British forests? Understand the role of Rainforests in the world's ecology. How do the climates of rainforests differ from our forested areas? What has been the human impact on the rainforests? What are the motivations of the various groups of humans who live in rainforest environments – e.g. the need for income vs a sustainable place to live	<ul style="list-style-type: none">To use maps and atlases to locate rainforestsTo locate countries on a mapTo explain the features of a rain forest climateTo describe the difference between weather and climateTo label a map to show countries where rainforests are foundTo find the tropics of Cancer and Capricorn on a map	<ul style="list-style-type: none">To identify areas of the world containing rainforests.To know that rainforests are located near the equatorTo name some countries where rainforests are foundTo tell you more about one country where rainforests are foundTo name the different layers in a rainforestTo identify the plants and animals that are found in each layerTo explain the effect humans have on rainforestsTo tell you some things I can do to help limit the impact of deforestation

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Geography



Prior Learning	In Year 4, children have studied At Risk Environments and the Roman empire they will have used atlases to locate areas in Europe. They have studied British geography in the Roman period.
What Comes Next	Children will study differing environments, China and the USA
Key Vocabulary	Allies, Axis Powers, Western/ Eastern Front, Non-European, annexed, occupied, neutral, evacuate, Luftwaffe

Notes and Guidance	Skills	Knowledge
There will be a focus on human and physical geography, looking at how economic activity and distribution of resources were affected by WW2. We explore topical geographical issues, such as evacuation, linked to the major cities and the impact of WW2 on the landscape and resources. The children will also build on their atlas and map skills to identify countries and continents of allies and axis powers.	<ul style="list-style-type: none">• To locate the countries involved in WW2 on a map• To locate the English Channel on a map• To locate some of the Luftwaffe targets in the UK• To locate the surrendering countries on a map of 1945• To locate the Axis powers on a map of 1945• To locate the Western and Eastern front on a map• To locate non-European countries involved in WW2 on a map• To explain how borders have changed over time (UK and European)• To locate the areas children were evacuated from on a map• To locate the areas children were evacuated to on a map• To investigate the local areas that were bombed and why they were targeted.	<ul style="list-style-type: none">• To name the countries involved in WW2• To know which countries formed the Allies• To know which countries formed the Axis powers, including Japan and Italy• To identify countries that were annexed, occupied or neutral during WW2 and recognise how this changed over time.• To identify areas where children were evacuated from• To identify areas children were evacuated to• To know the local areas that were bombed (Coventry)

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Reach for the Stars
Year 5 – Spring Term
Subject – Geography



Prior Learning	In Year 4, children have studied At Risk Environments and the Roman Empire. They will have used atlases to locate areas in Europe.
What Comes Next	Children will study differing environments: China and the USA
Key Vocabulary	Atlas, compass, North, South, East, West, North-East, South-East, North-West, South-West, digital map, grid reference, symbols, index, topographical map, contour lines, co-ordinates, longitude, latitude, key, Ordnance Survey, similarities, differences, easting, northing

Notes and Guidance	Skills	Knowledge
In this unit, the children will build on their mapping skills looking at how to use and interpret maps. They will look more closely at maps of the UK, further developing their locational knowledge of different counties as they find out about contour lines, scale, distance and symbols.	<ul style="list-style-type: none"> Find countries in Europe and South America on a map Find cities in the UK on a map and identify some of their features/landmarks Find information in an atlas using the index and simple co-ordinates Recognise similarities and differences in photographs of the same location over time (Merry Hill) Find similarities and differences between maps of the same location over time (Merry Hill) To use a key to describe features on an Ordnance Survey map Use 8 compass points to describe routes on a map To use 4 or 6 figure grid references to locate places on a map To plan a journey using the 8 compass points and 4 or 6 figure grid references To use contour lines to show the height of the land 	<ul style="list-style-type: none"> Find countries in Europe and South America on a map Find cities in the UK on a map and identify some of their features/landmarks Find information in an atlas using the index and simple co-ordinates Recognise similarities and differences in photographs of the same location over time (Merry Hill) Find similarities and differences between maps of the same location over time (Merry Hill) To use a key to describe features on an Ordnance Survey map Use 8 compass points to describe routes on a map To use 4 or 6 figure grid references to locate places on a map To plan a journey using the 8 compass points and 4 or 6 figure grid references To use contour lines to show the height of the land

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Geography



Prior Learning	In Year 4, children have studied at risk environments and Ancient Greece and they will have used atlases to locate areas in Europe.
What Comes Next	Children will study differing environments: China and the USA.
Key Vocabulary	Trade, import, export, goods, global, globalisation, supply chain, economy, multi-national

Notes and Guidance	Skills	Knowledge
Year 5 will look at trade and economic activity learning what trade means and what is meant by imports and exports. They will learn about fair-trade and how the imbalance in trade is one of the reasons for global inequalities of wealth. They will look at El Salvador and the products that it exports to the UK and the issues that face some of the people living there.	<ul style="list-style-type: none">To use a map to show the UK's trade links with other countriesTo locate places on a map using lines of longitude and latitude.To locate El Salvador on a mapTo explain the difference between imports and exportsTo explain why a country needs to import certain goodsTo describe the climate and landscape of El SalvadorTo describe the fair-trade processTo explain the importance of fair-tradeTo explain the term 'globalisation'To compare products exported from the Black Country in the past to todayTo explain why exports from the Black Country have changed over timeTo use time zones to calculate world times.	<ul style="list-style-type: none">To identify the trade links the UK has with other countriesTo know what is meant by imports, exports and tradeTo name some goods imported by the UKTo name some goods exported by the UKTo know some issues facing people living in El SalvadorTo know what is meant by the term fair-tradeTo list products that are fairly tradedTo recognise how trading has changed through historyTo identify similarities and differences of trade takes place now and, in the pastTo know the products that were exported from the Black Country in the past (coal, chain glass, etc.)How to explain what a time zone is.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Survival of the Fittest
Year 6 - Autumn Term
Subject - Geography



Prior Learning	In Year 5, children's geography work has focused on the use of maps and looking at human settlements. They used maps to identify the UK's trade links with other countries. In Year 4, the children have studied rainforests and identified different climate zones in the world.
What Comes Next	In Key Stage 3, children will continue to consolidate their knowledge.
Key Vocabulary	Biomes, aquatic, grassland, forest, desert. Tundra, climate zone, vegetation, habitat.

Notes and Guidance	Skills	Knowledge
Children should use atlases to locate animal habitats in a range of areas. They could begin to look in some detail at vegetation, how it differs, and where it can be found. For example, how does the vegetation in the rainforest differ from that of forest in a temperate zone? What does that vegetation offer to creatures in terms of habitats?	<ul style="list-style-type: none">• To locate different biomes using an atlas.• To locate climate zones using an atlas.• To locate places using lines of longitude and latitude.• To identify links between biomes and climate zones.	<ul style="list-style-type: none">• To locate different biomes using an atlas.• To locate climate zones using an atlas.• To locate places using lines of longitude and latitude.• To identify links between biomes and climate zones.

Enrichment During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 - Spring Term
Subject - Geography



Prior Learning	In Year 5, children’s geography work has focused on trade and economic activity including fair trade and global inequalities of wealth, focusing on El Salvador.		
What Comes Next	Children will study differing environments in the USA focusing on physical and human features.		
Key Vocabulary	Renewable, non-renewable, solar power, wind power, biomass, efficiency, conservation, carbon footprint		
Notes and Guidance	Skills	Knowledge	
Children should understand the resources that enable China to be a powerful economic nation. Children will focus on the Three Gorges Dam – the largest hydroelectric dam in the world. In order for its creation, a million people were moved from their homes so it can provide an interesting ecology vs economy angle for study.	<ul style="list-style-type: none">• To locate China and its major cities on a map• To describe what is meant by a renewable and non-renewable natural resource• To investigate the impact on an area from the extraction of fossil fuels• To research a renewable energy used in the UK• To recognise that people have differing view on topics linked to renewable/non-renewable sources of energy• To take part in a debate.	<ul style="list-style-type: none">• To name main cities in China• To identify the benefits and disadvantages of the Three Gorges Dam• To identify renewable and non-renewable sources of energy• To identify and explain what fossil fuels are and how we use them to generate electricity• To know how a particular renewable sources of energy works	
Enrichment During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.			



Topic – The American Dream
Year 6 – Summer Term
Subject – Geography



Prior Learning	Earlier in Key Stage 2, the children have used atlases when learning about the UK and parts of Europe. They will use this knowledge to help them locate the countries of North America and to be able to identify the states within one of those countries.
What Comes Next	The children will transition and begin the KS3 Geography curriculum.
Key Vocabulary	Continent, country, city, North America, equator, northern hemisphere, southern hemisphere, Tropic of Cancer and Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, temperate, tropical, subtropical, latitude, physical/human geography, settlement, economy, natural resources, landscape, vegetation belt, wildlife, climate, observe, record

Notes and Guidance	Skills	Knowledge
Pupils should learn the physical geography of the USA. Obviously, there is a vast array of environments to be found in the US, children may work in groups to focus on particular aspects of US geography, e.g. desert, forest, mountains. Alternatively, they could choose to focus on a particular state and produce a detailed report on that state. They could use the geographic skills learnt throughout primary school, be given key areas to focus on – terrain, climate, rivers, mountains, demography, major settlements, land use, population, create a map.	<ul style="list-style-type: none">• To use an atlas to identify the countries of North America• To use an atlas to find the name of some of the states of the USA• To locate the state on a map of the USA• To locate and name the surrounding states• To use photographs to identify human and physical features of a state• To use digital maps to investigate features of an area• To use physical and political maps to describe key physical and human characteristics of regions of North America	<ul style="list-style-type: none">• To know that there are fifty states in the USA• To identify the state capital of the state being studied• To identify the surrounding states• To identify the human and physical features of a state of their own choosing• To identify similarities and differences between the human and physical features of where I live to a state in the USA• To identify the climate of their chosen state• To research local area physical and human features• To independently research and present findings on a state of their own choosing• To compare the local area with their chosen state

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.