Whole School Mapping
Geography
UKS2

Year 5

Cycle 1	***Fabulous Food***	***Exploring Hinduism***	***Journey to Space***	***What was it like to be a soldier in WW1?***	***Europe***	***Greeks***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Five Progression Steps
Autumn 1	***Fabulous Food*** *Where does bread comes from?* Locational Knowledge • Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude and longitude. Human and Physical Geography • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – *Links to Fairtrade*	• Food is grown and produced in the UK and abroad. • Key continents include Africa, Asia and Europe. • Food miles means the distance our food has travelled until it reaches our plates. • Climate conditions affect when food is produced in the UK and whether certain foods can be produced. • Seasonality is the time of year when a food type is at its best in terms of flavour or harvest. • Environmental factors impact on the food we eat for instance using a greenhouse can use more energy causing more CO2 to be released into the atmosphere than driving produce to the UK from Spain. **Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 **When learning about natural resources and trade** **Example Enquiry Question** *How sustainable are everyday goods?* • Explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well as consumption, waste and recycling.	• Fairtrade, • food miles • trade links, • settlement • natural resources, • energy • economic • land use • distribution	**Locational Knowledge**	• Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 5 of the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils are beginning to identify aspects of the physical and human geography that have changed over time **Key Vocabulary** Latitude/ Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctica circle, time zone.
Autumn 2	***Exploring Hinduism*** 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.	• Fieldwork is when you go outside the classroom and find things out for yourself. • Fieldwork includes investigating both human and physical features. • Fieldwork involves collecting primary sources of information these can include photographs and diaries. • Ordnance survey maps are maps that are created by the mapping agency for Great Britain. • Grid references help us to locate a specific place or area on a map. These include using a series of horizontal and vertical lines which are identified by numbers or letters. **Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 Possible Venue – Gibside Example Enquiry Question Orienteering / Geocaching theme **To be confirmed**	• Fieldwork • Compass • grid reference • six figure grid reference • ordnance survey maps • computer mapping • sketch mapping • digital technologies.	**Place Knowledge**	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography **Key Vocabulary** Rivers, hills, mountains, topographical features, land use patterns.

<table>
<tr>
<td rowspan="2">Spring 1</td>
<td rowspan="2"><u>Journey to Space</u>
<u>Locational Knowledge</u>
• To 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.</td>
<td>• The UK (United Kingdom) is the four nations of the England, Scotland, Northern Ireland and Wales. The capital city is London.
• Large urban areas in the UK include London, Newcastle, Manchester, Liverpool, Birmingham, and Leeds.
• A county is a division of a country.
• As of 2020, England's 48 counties are also divided into 82 metropolitan and non-metropolitan counties.
• There are 8 counties in the North East of England. They include; Northumberland, County Durham, Tyne and Wear, Hartlepool, Middlesbrough, Darlington, Stockton on Tees and Redcar and Cleveland.
• There are 70 cities in the UK.
• A topographical map shows the shape and features of the land including mountains, rivers, lakes, and valleys.
• Only 10% of land used in the UK is urban. This includes housing, factories, education, recreation, business, healthcare, retail and transport.
• 90% of land used in the UK is rural. This includes housing, factories, education, recreation, business and farming.</td>
<td rowspan="2">counties
cities
geographical regions
topographical features such as; hills, mountains, coasts, rivers etc
land use patterns.</td>
<td rowspan="2">Human and Physical Knowledge</td>
<td rowspan="2">• Pupils can describe and understand some key aspects of physical geography
Pupils can describe and understand some key aspects of human geography

<u>Key Vocabulary</u>
<u>Physical</u>
Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle.
<u>Human</u>
Types of settlements, land use, trade links, distribution of natural resources (energy, food, minerals and water).</td>
</tr>
<tr>
<td><u>Fieldwork Opportunity</u>

<u>Residential – Whithaugh Park</u>

Using all fieldwork techniques learnt so far during their annual residential visit.

• Orienteering
• Map reading/ figure references etc.
• Compass skills</td>
</tr>
<tr>
<td rowspan="2">Summer 1</td>
<td rowspan="2"><u>Europe</u>
Comparison between Mediterranean and Alps climates (place study).
<u>Place Knowledge</u>
• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <u>a region in a European country</u>, and a region within North or South America.</td>
<td>• There are 44 countries in Europe.
• Europe is a continent and the UK is part of Europe.
• The population of Europe makes up 10% of the world’s population.
• The highest mountain in Europe is Mount Elbrus.
• The longest river in Europe is Volga.
• Climate is the average weather conditions over a period of time.
• Weather is specific conditions on a given day.
• The Mediterranean Sea is surrounded by Europe, Africa and Asia.
• The Mediterranean climate is hot, dry summers and wet winters.
• The Alps are the highest and most extensive mountain range system that lie in south-central Europe. The mountain range stretches approximately 750 miles.
• They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia.
• The weather in the Alps is affected by different temperatures of air coming from the north, west and south. These conditions create different types of climate, depending on height - the higher up the mountains, the colder it gets.
• The tops of the mountains are covered in snow and glaciers, which are large blocks of ice.
• Different types of animals and plants live in different climate zones. Some are not found anywhere else in the world, such as ibex goats.
• Rising temperatures due to climate change mean that some glaciers within the Alps are disappearing and this is changing the water balance. This means that many plant species in this region cannot adapt quickly enough and are then threatened with extinction.</td>
<td rowspan="2">Europe,
European region
geographical similarities/ differences
human geography
physical geography
Mediterranean region
climate
temperature
population
land use
Alps (mountains)
Glacier</td>
<td>Geographical skills and Fieldwork</td>
<td>• Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
• Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)
• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies

<u>Key Vocabulary</u>
Maps, atlases, globes, digital/ computer mapping, compass, grid references, sketch maps and graphs.</td>
</tr>
</table>

Whole School Mapping
Geography
UKS2

Year 6

Cycle 1	***Fabulous Food***	***Exploring Hinduism***	***Journey to Space***	***What was it like to be a soldier in WW1?***	***Europe***	***Greeks***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Six Geography Progression Steps
Autumn 1	**Fabulous Food** *Where does bread comes from?* Locational Knowledge • Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude and longitude. Human and Physical Geography • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – ***Links to Fairtrade***	• Food is grown and produced in the UK and abroad. • Key continents include Africa, Asia and Europe. • Food miles means the distance our food has travelled until it reaches our plates. • Climate conditions affect when food is produced in the UK and whether certain foods can be produced. • Seasonality is the time of year when a food type is at its best in terms of flavour or harvest. • Environmental factors impact on the food we eat for instance using a greenhouse can use more energy causing more CO2 to be released into the atmosphere than driving produce to the UK from Spain. **Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 **When learning about natural resources and trade** **Example Enquiry Question** *How sustainable are everyday goods?* • Explore issues of sustainability in everyday life, including how everyday goods are produced and traded, as well as consumption, waste and recycling.	•Fairtrade, •food miles •trade links, •settlement •natural resources, •energy •economic • land use •distribution	**Locational Knowledge**	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils can identify how aspects of the physical and human geography have changed over time • Pupils can describe how countries and geographical regions are interconnected and interdependent. **Key Vocabulary** Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere Tropic of Cancer/Capricorn, Arctic/Antarctic Circle, Time zone
Autumn 2	**Exploring Hinduism** 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.	• Fieldwork is when you go outside the classroom and find things out for yourself. • Fieldwork includes investigating both human and physical features. • Fieldwork involves collecting primary sources of information these can include photographs and diaries. • Ordnance survey maps are maps that are created by the mapping agency for Great Britain. • Grid references help us to locate a specific place or area on a map. These include using a series of horizontal and vertical lines which are identified by numbers or letters. **Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 Possible Venue - Gibside Example Enquiry Question Orienteering / Geocaching theme **To be confirmed**	•Fieldwork •Compass •grid reference •six figure grid reference •ordnance survey maps •computer mapping •sketch mapping •digital technologies.	**Place Knowledge** **Human and Physical Geography**	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in the study of physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and understand geographical similarities and differences between the three through the study of human geography. • Pupils understand how some of these aspects have changed over time. **Key Vocabulary** Hills, mountains, river, topographical features, land-use patterns • Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography • Pupils identify and describe how the physical features affect the human activity within a location. **Key Vocabulary** **Physical geography** Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle **Human geography** Settlements, land use, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, population density, land height
S p r	***Journey to Space***		counties		

	Locational Knowledge To 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	•The UK (United Kingdom) is the four nations of the England, Scotland, Northern Ireland and Wales. The capital city is London. •Large urban areas in the UK include London, Newcastle, Manchester, Liverpool, Birmingham, and Leeds. •A county is a division of a country. •As of 2020, England's 48 counties are also divided into 82 metropolitan and non-metropolitan counties. •There are 8 counties in the North East of England. They include; Northumberland, County Durham, Tyne and Wear, Hartlepool, Middlesbrough, Darlington, Stockton on Tees and Redcar and Cleveland. •There are 70 cities in the UK. •A topographical map shows the shape and features of the land including mountains, rivers, lakes, and valleys. •Only 10% of land used in the UK is urban. This includes housing, factories, education, recreation, business, healthcare, retail and transport. •90% of land used in the UK is rural. This includes housing, factories, education, recreation, business and farming.	cities geographical regions topographical features such as; hills, mountains, coasts, rivers etc land use patterns.		
Summer 1	***Europe*** *Comparison between Mediterranean and Alps (place study).* Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	• There are 44 countries in Europe. • Europe is a continent and the UK is part of Europe. • The population of Europe makes up 10% of the world's population. • The highest mountain in Europe is Mount Elbrus. • The longest river in Europe is Volga. • Climate is the average weather conditions over a period of time. • Weather is specific conditions on a given day. • The Mediterranean Sea is surrounded by Europe, Africa and Asia. • The Mediterranean climate is hot, dry summers and wet winters. • The Alps are the highest and most extensive mountain range system that lie in south-central Europe. The mountain range stretches approximately 750 miles. • They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia. • The weather in the Alps is affected by different temperatures of air coming from the north, west and south. These conditions create different types of climate, depending on height - the higher up the mountains, the colder it gets. • The tops of the mountains are covered in snow and glaciers, which are large blocks of ice. • Different types of animals and plants live in different climate zones. Some are not found anywhere else in the world, such as ibex goats. • Rising temperatures due to climate change mean that some glaciers within the Alps are disappearing and this is changing the water balance. This means that many plant species in this region cannot adapt quickly enough and are then threatened with extinction. **Fieldwork Opportunity** **Residential – London Visit** Example Enquiry Question *How does London compare to Gateshead?* Using all fieldwork techniques learnt so far during their annual residential visit. • Map reading/ figure references etc. • Compass skills • What landmarks can they spot? Human/ physical geography features? • Land use/ Tourism/ populations	Europe, European region geographical similarities/ differences human geography physical geography Mediterranean region climate temperature population land use Alps (mountains) Glacier	**Geographical Skills and Fieldwork**	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies

Whole School Mapping
Geography
UKS2

Year 5

Cycle 2	***Victorians***	***Mayans***	***All Around the World***	***Vikings***	***Plants***	***Sporting Champions***

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Five Geography Progression Steps
Spring 1	***All Around the World: The Americas*** *Times zones, latitude and longitude/ hemispheres* Locational Knowledge • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	• The Americas are two separate continents consisting of North America and South America. • North America contains 23 different countries. • The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. • The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna. • Lines of latitude circle the Earth parallel to the Equator. There are 5 major lines of latitude: the Arctic Circle, the Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator. • Lines of longitude run north to south across the globe from pole to pole. • The Tropic of Cancer lies at 23.5 degrees north and the Tropic of Capricorn lies at 23.5 degrees south of the equator. The area of the earth which lies between both of these lines is called the tropics. • The Northern Hemisphere is anywhere north of the Equator whilst the Southern Hemisphere is anywhere south of the Equator. • The earth has 24 different time zones and local time depends on which time zone you are in. • All time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich Median. Time at the Greenwich Median is known as Greenwich Mean Time (GMT).	Time zones Prime/ Greenwich Meridian Arctic circle Antarctic Circle Tropics of Cancer Tropics of Capricorn Longitude Latitude, Hemisphere Equator	**Locational Knowledge**	• Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • Pupils can identify at least 5 of the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils are beginning to identify aspects of the physical and human geography that have changed over time **Key Vocabulary** Latitude/ Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctica circle, time zone.
				Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography **Key Vocabulary** Rivers, hills, mountains, topographical features, land use patterns.
Summer 1	***Plants*** ***Place Study Comparsion*** *South America/ Rainforests* Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, *a region in a European country*, and a region within North or South America. Human and Physical Geography Describe and understand key aspects of; • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • human geography, including: types of settlement and land use, economic activity	• South America has a tropical climate. • In the tropical rainforests of the north and east, it is hot and rainy year-round. • Parts of central South America have generally warm summers and cool winters, with plenty of rain. • There are also several desert areas, including the coast of Peru and north western Argentina. • South America is the 4th biggest continent. • The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife. • Tribes of people still live in some areas of the rainforest with no contact with the outside world. • The rainforest has layers including; emergent, canopy, understory, shrub and forest floor. • The Amazon River is approximately 4000 miles long and mostly flows through the rainforest. It begins in the Andes Mountains and is the 2nd longest river in the world. • The Andes are the world's longest mountain range. The highest peak of the mountain range is Aconcagua, which rises to a height of 6962m. • The Andes stretch the following countries: Argentina, Chile, Peru, Bolivia, Venezuela, Colombia and Ecuador.	Trade links Climate Settlements Ethical Deforestation Vegetation belts Distribution of natural resources Minerals Energy Land use Biomes Andes Amazon Rainforest	**Human and Physical Geography**	• Pupils can describe and understand some key aspects of physical geography Pupils can describe and understand some key aspects of human geography **Key Vocabulary** **Physical** • Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. **Human** Types of settlements, land use, trade links, distribution of natural resources (energy, food, minerals and water).

	including trade links, and the distribution of natural resources including energy, food, minerals and water	**Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 **When learning about settlements** ***Example Enquiry Question*** *How has our local area changed?* • Investigate how buildings and land use in local area has changed/ derelict buildings/ empty shops/ new housing developments. • Walk around local area and record changes compared to ordnance survey maps. Record findings into charts/ graphs on return to school. What did they find? Why was this? • Can children take digital photographs of their local area/ amenities and annotate once back at school? Could these be used to compare and contrast? **Alternatively** **When learning about biomes and vegetation belts** ***Example Enquiry Question*** *How does our ecosystem compare to that of the rainforest?* Possible venues – Chopwell woods • Investigate the trees, plants and animals as an ecosystem. • How does this compare to the ecosystem of the rainforest? Can the children come up with any comparisons? Children to use all fieldwork techniques they have learnt including map reading skills, compass reading and six figure grid references.		**Geographical Skills and Fieldwork**	• Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies **Key Vocabulary** Maps, atlases, globes, digital/ computer mapping, compass, grid references, sketch maps and graphs.

Whole School Mapping
Geography
UKS2

Year 6

Cycle 2	***Victorians***	***Mayans***	***All Around the World***	***Vikings***	***Plants***	***Sporting Champions***

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Six Geography Progression Steps
Spring 1	***All Around the World*** *Times zones, latitude and longitude/ hemispheres* Locational Knowledge To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	• The Americas are two separate continents consisting of North America and South America. • North America contains 23 different countries. • The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. • The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna. • Lines of latitude circle the Earth parallel to the Equator. There are 5 major lines of latitude: the Arctic Circle, the Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator. • Lines of longitude run north to south across the globe from pole to pole. • The Tropic of Cancer lies at 23.5 degrees north and the Tropic of Capricorn lies at 23.5 degrees south of the equator. The area of the earth which lies between both of these lines is called the tropics. • The Northern Hemisphere is anywhere north of the Equator whilst the Southern Hemisphere is anywhere south of the Equator. • The earth has 24 different time zones and local time depends on which time zone you are in. • All time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the Greenwich Median. Time at the Greenwich Median is known as Greenwich Mean Time (GMT).	Time zones Prime/ Greenwich Meridian Arctic circle Antarctic Circle Tropics of Cancer Tropics of Capricorn Longitude Latitude, Hemisphere Equator	**Locational Knowledge**	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones • Pupils can identify how aspects of the physical and human geography have changed over time • Pupils can describe how countries and geographical regions are interconnected and interdependent. **Key Vocabulary** Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere Tropic of Cancer/Capricorn, Arctic/Antarctic Circle, Time zone
				Place Knowledge	• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in the study of physical geography • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and understand geographical similarities and differences between the three through the study of human geography. • Pupils understand how some of these aspects have changed over time. **Key Vocabulary** Hills, mountains, river, topographical features, land-use patterns

Summer 1	***Plants*** ***Place study comparison*** *South America/ Rainforests (link to The Great Kapok Tree Cycle 2 AUT 2)* Place knowledge • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, *a region in a European country*, and a region within North or South America. **Human and Physical Geography** Describe and understand key aspects of; • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• South America has a tropical climate. • In the tropical rainforests of the north and east, it is hot and rainy year-round. • Parts of central South America have generally warm summers and cool winters, with plenty of rain. • There are also several desert areas, including the coast of Peru and north western Argentina. • South America is the 4th biggest continent. • The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife. • Tribes of people still live in some areas of the rainforest with no contact with the outside world. • The rainforest has layers including; emergent, canopy, understory, shrub and forest floor. • The Amazon River is approximately 4000 miles long and mostly flows through the rainforest. It begins in the Andes Mountains and is the 2nd longest river in the world. • The Andes are the world's longest mountain range. The highest peak of the mountain range is Aconcagua, which rises to a height of 6962m. • The Andes stretch the following countries: Argentina, Chile, Peru, Bolivia, Venezuela, Colombia and Ecuador. **Fieldwork Opportunity** Children to revise fieldwork techniques and skills using resources on https://www.bbc.co.uk/bitesize/topics/z27gf82 **When learning about settlements** ***Example Enquiry Question*** *How has our local area changed?* • Investigate how buildings and land use in local area has changed/ derelict buildings/ empty shops/ new housing developments. • Walk around local area and record changes compared to ordnance survey maps. Record findings into charts/ graphs on return to school. What did they find? Why was this? • Can children take digital photographs of their local area/ amenities and annotate once back at school? Could these be used to compare and contrast? **Alternatively** **When learning about biomes and vegetation belts** ***Example Enquiry Question*** How does our ecosystem compare to that of the rainforest? Possible venues – Chopwell woods • Investigate the trees, plants and animals as an ecosystem. • How does this compare to the ecosystem of the rainforest? Can the children come up with any comparisons? Children to use all fieldwork techniques they have learnt including map reading skills, compass reading and six figure grid references.	Trade links Climate Settlements Ethical Deforestation Vegetation belts Distribution of natural resources Minerals Energy Land use Biomes Andes Amazon Emergent Canopy Understory Shrub Rainforest	**Human and Physical Geography**	• Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography • Pupils identify and describe how the physical features affect the human activity within a location. **Key Vocabulary** **Physical geography** Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle **Human geography** Settlements, land use, economic activity, trade links, distribution of natural resources, energy, food, minerals, water supplies, population density, land height
				Geographical Skills and Fieldwork	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies