



Curriculum Map

Geography

Intent:

At West Heath Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. By creating an enquiry-led curriculum, we believe children will become engrossed in their topic and given a focus to strive towards within their learning.

Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment on Fischer Family Trust.

Implementation:

The topics within Geography, at West Heath Primary School, have been picked and placed in a systematic, coherent way. They are broken down into 4 golden threads: Mapping, Place and Space, Environments and Earth Systems. The initial focuses within Key Stage 1 are the local area, the UK, a compare and contrast of the UK and Africa (to first introduce the wider world). The focuses gradually expand to more elaborate enquiries encompassing a variety of locations and geographical elements in Key Stage 2. Enquiries are chosen systematically and build on existing knowledge acquired the previous year: e.g.,

A progression of skills map is followed to ensure coverage and that skills are being built upon throughout children's Geography journey. Fieldwork is highlighted in red on the curriculum map and takes place in every year group. Map work has also been carefully considered and is highlighted in blue to show the clear thought and progression. In Year 1, children are introduced to what a map is, directional language, an aerial photograph and then draw their own map with a key. In year 2, these map skills are built upon, and children then learn the correct vocabulary for the 4 cardinal directions. They are also introduced to atlases and digital maps; being encouraged to locate countries and capitals. Following on from children drawing their own map in the previous years, children are then encouraged to follow a route on a larger scale map. In year 3, letters and co-ordinates are introduced for the first time, as well as OS maps. They also build on the skills of following a route which was covered the previous year. These skills are revised in year 4 as well as the introduction of 4 figure grid references and the comparing of maps from different dates. In year 5, the children are introduced to topographical and satellite maps. They are also introduced to 6-point compass directions which is revisited in year 6.

We start every new topic with a *Where in the world?* lesson. This happens from the first topic in year 1 to the last lesson in year 6. Although there are elements of progression within these lessons as they move up the school, the main focus is to repeat, embed and secure key geographical knowledge that we see as essential components to children's understanding of their sense of place. These include the 7 continents, 5 oceans, a variety of capital cities, Regions of England, and Districts near to our locality.

Impact:

A high-quality geography education should inspire pupils with knowledge about diverse places, people and natural and human environments together with a deep understanding of the Earth's key physical processes. Geography presents a unique contribution to the national curriculum. It studies peoples' interaction with the environment. It allows children to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. At West Heath, we see the importance of giving Geography its own independence and importance. It should not always label as 'Topic' or 'Humanities', but given its own autonomy and significance, to which it warrants.

Early Years:

In EYFS, geography is not taught as a discrete subject but is embedded within the broader context of "Understanding the World." Children explore their immediate environment through play and hands-on experiences – such as looking at vegetables and texts related to this – which lays the groundwork for geographical thinking.

Children have a topic lesson once a week, which focuses on the objectives; this is then implemented into the environment for children to access during continuous provision.

Development Matters Reception

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different to the one in which they live

Early Learning Goals

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons

How this is achieved in EYFS

- Explore different living environments and different types of houses and homes
- Look at maps of our local area. Maps linked to topics of the week such as pirates – treasure maps, map for Little Red Riding hood, world map, globe, construction – build aeroplane – maps.
- Look at where we live and talking about what we see on the way to school – make own maps of walking to school
- Local walk and drawing a map of it, identifying key features
- Learn what country and city we live in
- Weekly forest school sessions to explore seasonal changes – seasonal sketches of trees, walks around school grounds
- Daily weather and season check in
- Explore a range of stories with different environments (farm, space, woodlands, under the sea)
- Explore and describe the environment we live in and compare to others. For example, Pakistan, or Africa.
- Living things including minibeasts

As children move into KS1, they begin to engage with geography in a more structured and focused manner. They start to build on the foundational experiences from EYFS and develop a deeper and more systematic understanding of the world.


Golden threads:

Mapping, Place and Space, Environment and Earth Systems

Geography Curriculum

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Remembrance	Local Area	The Weather	Intrepid Explorers	The seaside
Focus Question			What is in our local area?	Why does the weather change?		What is British seaside like?
Golden Thread			Place and Space, Mapping, Environment	Place and Space, Mapping, Environment, Earth Systems		Climate/weather, Natural environment
Where in the world?			Introduce and learn the 4 countries of the UK	Recap the four countries within the UK. <i>England, Ireland, Scotland and Wales</i> Children should know there are 7 continents.		Recap the countries within the UK. Introduce and learn the 7 continents <i>Europe, North America, South America, Asia, Africa, Australasia, Antarctica</i>
Vocabulary			<i>United Kingdom, West Heath, landmarks, hospital, park, housing, shop, factory, farm, office, map, key, local, area, village, town, city, route, compass, direction, north, south, east, west</i>	<i>United Kingdom (UK), country, continent, England, Scotland, Wales, Northern Ireland, cardinal compass directions, North, East, South, West, weather, forecast, symbols, climate, equator, sun, earth, rotate, temperature, seasons, Spring, Summer, Autumn, Winter, data</i>		<i>Island, sea, coast, cliff, beach, pebbles, lighthouse, pier, harbour, tourist, lifeguard, photograph</i>

<p>Knowledge</p>			<p>Know the name of the local area and what is in it.</p> <p>Know what a map is and what it is used for</p> <p>Know what land in the local area is used for.</p> <p>Know what an aerial photo is.</p> <p>Know the difference between a village, town and city.</p> <p>Understand the importance of a key</p> <p>Know what a compass is.</p> <p>Know the cardinal compass directions: North, East, South, West.</p>	<p>What the 4 seasons are in the UK are, and the key weather patterns associated with them.</p> <p>Know that weather varies dependent on location</p> <p>To know the different weather symbols, what they stand for and are used for</p>  <p>To know that weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.</p>		<p>Physical geography of beaches including cliffs, sand, oceans, pebbles etc.</p> <p>That Birmingham nearest beach is Weston Super Mare</p> <p>Human geography of the seaside including harbour and pier, hotels and souvenir shops and why they are there?</p> <p>Know what a lighthouse is and why it is important.</p> <p>Know what the RNLI do and why they are important</p> <p>Know what people do at the beach.</p> <p>Know that beaches are located on the coast and what this means.</p> <p>To identify the 5 oceans of the world.</p>
<p>(Skills)</p>			<p>Use aerial photographs and simple maps to locate features of our local area</p> <p>Be able to use a key and symbols to identify places on a map</p> <p>Respond accordingly to cardinal compass directions</p> <p>Geographical enquiry</p> <p>Geographical vocabulary</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions such as:</p> <ul style="list-style-type: none"> • Which season would you expect to be the coldest? • Which weather symbol tells you it is going to rain? • Which season would we expect it to be the warmest? 		<p>Use maps of the UK to locate Birmingham and coastal places.</p> <p>Study picture maps, aerial photographs and globes to locate British sea sides and compare size.</p> <p>Identify features of the seaside from photographs.</p>

			<p>Create a map, representing places with symbols and a key</p> <p>FieldWork</p> <p>Go on a local work and find features of the local area.</p>	<p>Fieldwork</p> <p>Conduct a weather survey collecting rain / looking at thermometers to work out what season they are in and compare it to another.</p>		<p>Conduct a survey to see where people have been on holiday in the UK</p>
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Geography

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Great Fire of London	The Gun Powder Plot	The UK	Africa	Titanic	Hot and cold Places
Focus Question			What is the UK like?	What are the main similarities and differences between England and Kenya?		Why are some places in the world hot and some of them cold.
Golden Thread			Place and Space, Mapping, Environment	Place and Space, Mapping, Environment, Earth Systems		Mapping, settlements
Where in the world?			Recap the 7 continents. Europe, North America, South America, Asia, Africa, Australasia, Antarctica Recap the 4 countries within the UK. England, Northern Ireland, Scotland, Wales Know the capital cities of the UK London, Belfast, Cardiff, Edinburgh	Recap 4 countries within the UK England, Northern Ireland, Scotland, Wales Know the seas surrounding the UK. English Channel, North Sea, Irish Sea,		Recap all knowledge.
Vocabulary			England, Northern Ireland, Scotland, Wales, border, city, land use, city, village,	United Kingdom, continent, sea, country, English Channel, North Sea, Irish		Temperature, axis, Earth, hemisphere, Arctic, Antarctic, north pole, south pole,

			<p>agricultural, residential, commercial north, south, east, west, compass, directions, compass, physical features, human features, mountains, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>	<p>Sea, city, Birmingham, Kenya, England, Africa, country, landmark, desert, pyramid, mountain, national park, hot, cold, wet, dry, equator, savannah, urban, national reserve, inhabited, Maasai, tribe, culture, countryside, climate, temperate, weather, compare, contrast, village</p>		<p>glaciers, climate change, equator, adaptations.</p>
(Knowledge)			<p>Label the countries of the UK using a map and atlas.</p> <p>Label the seas surround the UK using a map and atlas.</p> <p>Identify the capital cities of the UK.</p> <p>Know the difference between cities, towns and villages.</p> <p>Know and use the 4 cardinal directions (NESW).</p> <p>That land use in the UK can be determined form aerial photographs and maps.</p>	<p>Locate and name the continents of the world</p> <p>Know that Birmingham is in England and its approximate location.</p> <p>Know that Birmingham is a city and it where they live.</p> <p>Know that England is in Europe</p> <p>Locate Africa and some landmarks</p> <p>Know that Kenya is in Africa.</p> <p>Know what the weather and climate of Kenya and the England are like</p> <p>Explore African culture</p> <p>Know the similarities and differences between life in Kenya and life in the UK</p>		<p>That the earth is divided into the northern and southern hemisphere.</p> <p>Where the artic and Antarctic are located and why they are so cold.</p> <p>Where the world's hottest location is and why?</p> <p>Know that the hottest and coldest places on Earth are harsh environments and that few people live in them.</p> <p>How people have adapted to live in hot and cold environments</p>

<p>(Skills)</p>			<p>Use Atlases to locate countries and cities.</p> <p>Use aerial photographs to identify land use and physical features of a landscape.</p> <p>Use google Earth to identify land use and physical features of the landscape.</p> <p>Make geographical comparisons</p> <p>Geographical enquiry</p> <p>Geographical vocabulary</p>	<p>Analyse evidence and begin to draw conclusions e.g., make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Locate places on larger scale maps e.g., map of Europe /Africa.</p>		<p>Locate the equator, north pole and south pole on a globe and on maps.</p> <p>Use atlases to find countries that lie along the equator</p>
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Geography

Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze Age	Biomes of the world	Farming	The Egyptians	Settlements (Bournville)
Focus Question			What are the main similarities and differences between a savannah and a desert?	What are the threats to UK farming?		
Golden Thread			Place and Space, Mapping, Environment, Earth Systems	Place and Space, Mapping, Environment, Earth Systems		Trade Mapping Local area / Settlement
Where in the world?			Recap the 7 continents. Europe, North America, South America, Asia, Africa, Australasia, Antarctica Know the 5 oceans. The Arctic Ocean, The Pacific Ocean, The Indian Ocean, The Southern Ocean and the Atlantic Ocean	Recap the 7 continents. Europe, North America, South America, Asia, Africa, Australasia, Antarctica Know the 5 oceans. The Arctic Ocean, The Pacific Ocean, The Indian Ocean, The Southern Ocean and the Atlantic Ocean Know the capital cities of the UK London, Cardiff, Belfast, Edinburgh		Recap the 7 continents. Europe, North America, South America, Asia, Africa, Australasia, Antarctica Recap the 5 oceans. The Arctic Ocean, The Pacific Ocean, The Indian Ocean, The Southern Ocean and the Atlantic Ocean Know at least one country within each continent and something that country is famous for.
Vocabulary			Weather, Climate, location, biomes, cardinal, compass, direction, capital city, aquatic, desert, savannah, tundra, forest, data, Antarctic, Sahara,	continents, oceans, country, United Kingdom (UK), capital city, orienteering, county, land use,		Settlement, population, facilities, city, village, town, symbol, location, distribution, natural resources, change, future, amenities

			<p>Serengeti, Northern Hemisphere, Southern Hemisphere, Capricorn, Cancer, equator</p>	<p>agricultural, residential, commercial, transport, recreational, forest, woodland, water, wetland, human features, physical features, farming, agriculture, arable, pastoral, mixed farming, human features, physical features, food journey, import, ordnance survey maps (OS Maps), threat, climate change, urbanisation, fertile, soil degradation.</p>	
<p>HEAD (Knowledge)</p>			<p>What a biome is and the 5 different biomes: Aquatic Savannah Forest Tundra Desert They key characteristics of the 2 different biomes and how they differ and compare.</p> <p>The location of major deserts on googles earth and savannahs around the world: Antarctic Sahara Serengeti Australian Savannah</p>	<p>That the UK is divided into regions called counties</p> <p>Know different types of land uses</p> <p>Know what physical features of a location are.</p> <p>Know what human features of a location are.</p> <p>That aerial images and maps can help us identify different types of land use.</p> <p>That maps and keys help us identify industrial areas, fields, woods and</p>	<p>Know that settlements are places where people live and work.</p> <p>Know that settlements vary in size from small hamlets, to villages, towns, cities.</p> <p>Larger settlements tend to have a wider range of buildings and land uses, and more facilities and services.</p> <p>Now that physical and human geography can influence why settlements start, grow and change (Bournville)</p> <p>Know that settlements change and develop over time and will continue to change in the future.</p> <p>Know new settlements can be designed and built and need specific features to be fit for the future.</p>

What the equator is, what the Tropics of Cancer and Capricorn are and where the chosen biomes are in relation to these.

Know and locate the Northern and Southern Hemisphere

built-up areas with lots of roads.

That more than two thirds of land in the UK is used for farming.

To know the 3 main types of farming are: pastoral, arable and a mixture of the 2 (and what these mean).

To know the main threats to farming which include:
Climate change
Urbanisation
Increase in price of equipment.
Soil degradation

That Farmers in the UK use the seasons to plant their crops, and what they grow depends on weather conditions, land.

Know what an OS map is.

Know that OS maps have a series of grid lines that help you to pinpoint an exact

<p>HANDS</p> <p>(Skills)</p>			<p>Analyse evidence and begin to draw conclusions e.g., make comparisons between the African Savannah and the Sahara Desert using photos/ pictures, temperatures in different locations.</p> <p>Use 4 compass points confidently and accurately.</p> <p>Use world maps on google earth to introduce latitude, longitude and climate patterns.</p> <p>Follow a route on a map with some accuracy from a savannah / desert to a major city. Link to migration and transport.</p> <p>Read and interpret a wide variety of data, presented in unusual ways (e.g., land fall in a month in chosen locations).</p>	<p>Use aerial photographs and OS maps to identify land use.</p> <p>Understand the concept of orienteering.</p>		<p>Begin to ask / initiate geographical questions.</p> <p>Visit Bournville and look at how the land has been used.</p> <p>Comparing old and modern photographs and maps of local streets and buildings reveal how they have changed.</p> <p>Analyse evidence and begin to draw more conclusions e.g., Compare maps of Bourneville in 1850 and 1950. (OS map)</p> <p>Use letter / no. co-ordinates to locate features of Bournville on a map.</p>
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Geography

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans	Invaders and Settlers	Volcanoes and Earthquakes	Water worlds	The Mayans	The Mediterranean Land of home and glory
Focus Question			Are volcanic eruptions random?	How can I help conserve water and why should I?		What do so many people go on holiday to the Mediterranean?
Golden Thread			Place and Space, Mapping, Environment, Earth Systems	Place and Space, Mapping, Environment, Earth Systems		Settlements Mapping Trade
Where in the world?			Recap Europe – Countries and capitals. Name and locate key cities across the UK. Birmingham, London, Manchester, Cardiff, Edinburgh Glasgow, Belfast Understand the impact of the equator	Recap UK Capital cities London, Cardiff, Edinburgh, Belfast Locate and name the counties of England Know intercardinal compass directions: North East, South East, South West, North West		Recap UK knowledge. Look at physical features within the UK – major rivers and mountains.
Vocabulary			Continents, Europe, ocean, equator, Northern Hemisphere, Southern Hemisphere, climate, Erupt,	oceans, continents, countries, United Kingdom (UK), capital city,		Climate, tourism, travel, coastline, weather, region, physical feature, human feature, compare, contrast similarities, differences.

			<p>magma, lava, rock, gas, ash cloud, impact, earth's crust, tectonic plates, main vent, secondary vent, crater, response, natural disaster, Earthquake, Richter scale, predictable, Pompeii, Las Palmas, predictable</p>	<p>Government, Europe, capital city, intercardinal, cardinal, compass direction, county, region, political, shire, water, water cycle, process, states, precipitation, condensation, evaporation, conserve, conservation, Elan Valley, dam, reservoir, source, water cycle, domestic, industrial, agricultural, renewable, non-renewable, energy source, waterwise, pollution, drought, chemicals, oil, sewage, fertilisers, rainfall, digimaps</p>		
HEAD			<p>What volcanoes are: Volcanoes are openings in Earth's crust that let out hot melted rock, gas, and ash in</p>	<p>Where Birmingham's water comes from 3 main uses of water What natural resources there are</p>		<p>Know where the mediterrai sea is located and that many different countries have coastlines along it.</p>

<p>(Knowledge)</p>			<p>eruptions that can be explosive or gentle.</p> <p>What tectonic plates are:</p> <p>Tectonic plates are large sections of the Earth's crust that move and interact with each other.</p> <p>The key features of volcanoes such as:</p> <p>Ash, core, dormant eruption, extinct plates, magma, magma chamber, main vent, secondary vent, lava, core</p> <p>Identify where the majority of volcanoes lie</p> <p>What life is like in areas near active volcanoes: Las Palmas?</p> <p>What happened in Pompeii.</p> <p>Why volcanoes erupt and that some are that are ready for an eruption can be triggered by local earthquakes (natural disaster)</p>	<p>gas, oil, coal, wood, water.</p> <p>The difference between non-renewable sources of energy and renewable sources of energy.</p> <p>That there is inequality in the distribution of natural resources</p> <p>The key elements of the water cycle.</p> <p>Why it's important to conserve water and how it is a natural resource.</p> <p>The threats to water and how we can make it sustainable.</p> <p>Who owns the water we drink.</p> <p>How we can endeavour to ensure that all people have access to clean water.</p>		<p>Know that the location of the countries on the Mediterranean has an impact on the human geography of the area.</p> <p>Know that the Mediterranean is a region in Europe.</p> <p>Know that Italy is a county in Italy and that it is divided into different regions.</p> <p>Know that the physical and human geography varies in each region of Italy.</p> <p>Know that bologna is a city in Italy that lies along fault line.</p> <p>Know the threats that face bologna .</p> <p>Know that the lives of children in Bologna are different to their lives.</p>
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<p>HANDS</p> <p>(Skills)</p>			<p>Ask and respond to questions and offer their own ideas such as:</p> <p>What materials come out of a volcano? How are volcanoes made?</p> <p>What causes Volcanoes to erupt?</p> <p>Study satellite images, aerial photographs looking at volcanoes in the 'ring of fire'.</p> <p>Introduce 4 figure grid references.</p>	<p>Begin to suggest questions for investigating water and is sustainability, such as:</p> <p>Who owns the water we drink? How is climate change affecting the water supply globally?</p> <p>Investigate places with more emphasis on the larger scale, contrasting near and distant places, e.g., UK and an arid African desert.</p> <p>Begin to use primary. Go on a walk around the school or local area to find evidence of the water cycle and water usage.</p>		<p>Use maps and globes to locate countries along the Mediterranean.</p> <p>Use photographs to identify features of physical geography.</p> <p>Compare the impact on human and physical geography on the everyday lives of their peers.</p> <p>Use books and the internet to gather information about a specific place.</p>

Geography						
Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Victorians	Heroes and Villains of the Monarchy	Global trade	Mountains	The Greeks	Coasts
Focus Question			What impact does global trade have on countries?	How do the Italian Dolomites compare to the Worcestershire Beacons?		What happened where the river meets the sea?
Golden Thread			Place and Space, Mapping, Environment	Mapping, Environment, Earth Systems		
Where in the world?			Recap the UK and Europe	Recap continents and oceans. Know the zones of latitude: equator, tropics of Capricorn and Cancer, the Arctic and Antarctic circles and the Northern and Southern hemispheres		
Vocabulary			continents, oceans, global, trade, capital city, Greenwich MeanTime, overseas, time zones, globalisation, exchange, links, national, borders, import, export, locally sourced, impact, supply chain, trading, trading partners, goods, developed countries, manufactured, products,	oceans, continents, country, latitude, longitude, latitude zones, degrees, equator, tropic of Cancer, tropic of Capricorn, Arctic and Antarctic circle, northern hemisphere, southern hemisphere, Italian Dolomites, Worcestershire Beacons, mountain, tectonic plates, fold mountain, subduction, steep, slope, peak, summit, landform, geologist, ridge, peak, hill		Coasts, settlements, maritime, human and physical features, land use, tourism, erosion, waves, sediment, deposition, climate change, fossil flues, caves, headland, bays

			<p>highest value export, fair trade, global scale, supply chain, data, comparison, producers, politics, ethical, business, more developed country, less developed country</p>			
<p>HEAD</p> <p>(Knowledge)</p>			<p>To understand how countries throughout the world are linked through trade, politics, migration.</p> <p>To understand how trade effects, people, countries and businesses.</p> <p>To understand the differences between major companies and how they rely on or supply energy.</p> <p>To understand global trade and communication</p> <p>Know that trade has changed over time</p>	<p>How mountains are formed.</p> <p>The highest mountains in the uk</p> <p>Where the Worcestershire beacons are located and their topography.</p> <p>What a trig pint is</p> <p>Where Italy is in the world and its physical mountainous geography – focusing on the Dolomites.</p> <p>To know and understand they differences and similarities between the hills (Worcestershire beacons) and mountains (the Dolomites).</p>		<p>Recap all key words and knowledge of countries via a map of the world.</p> <p>the UK has a lot of coastlines as it includes one large island, part of another, and thousands of smaller islands.</p> <p>That ther coastline is eroded by the actions of the wind, waves and human activity.</p> <p>That That Erosion can create landforms such as caves, arches and sea stacks.</p> <p>Hard rock is eroded slowly and creates headlands, that soft rock erodes quickly and creates bays.</p> <p>That Coastal communities at risk are deeply affected by changes caused by erosion, flooding or sea level rise.</p> <p>The sea transports sediment such as mud, sand and stones: these can create coastal patterns of erosion and deposition.</p>

						<p>That Sediment patterns on beaches reflect wave energy and wind direction.</p> <p>That Coastal areas are often tourist hotspots due to the landscape and range of activities possible.</p> <p>Tourism can bring economic benefits to coastal regions, but it can also lead to social and environmental problems.</p> <p>That Increased greenhouse gases in the atmosphere as a result of human activity are causing rapid climate change.</p> <p>Sea level rise is one change caused by increased temperatures as ice caps melt and water expands.</p>
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<p>HANDS</p> <p>(Skills)</p>			<p>Analyse evidence and draw conclusions when looking at data.</p> <p>Collect and record evidence unaided.</p> <p>Begin to suggest questions for investigating.</p> <p>Investigate and map natural resources around the world and discuss impact on human activity</p>	<p>Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures.</p> <p>Visit the Worcester Beacons and investigate its physical features.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently,</p> <p>Locate places on large scale maps, (e.g., Find Italy and the Worcestershire beacons on a satellite map)</p> <p>Locate the Dolomites and Worcester on a topographical map.</p> <p>Begin to use 8 compasses.</p>		
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Geography

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	WAR	Rivers	America		Make Money Grow
Focus Question			What impact do rivers have on their surrounding areas?	How does life in South America compare to life in the UK?		
Golden Thread			Place and Space, Mapping, Environment, Earth Systems,	Place and Space, Mapping, Environment, Earth Systems		
Where in the world?			Recap knowledge of the UK – countries, seas, capital cities. Know key UK rivers, seas and popular coastal destinations.	Recap knowledge of the equator, tropics, hemispheres etc. Know a range of countries from South America, their capital cities and famous landmarks.		
Vocabulary			continent, ocean, equator, prime meridian, longitude, latitude, Northern hemisphere, Southern hemisphere, impact, river, flow, estimate, ratio, measure, mouth, sea level, source, flood	longitude, latitude, equator, Tropic of Capricorn / Cancer, Northern/ Southern Hemisphere, Brazil, physical geography, human geography, landscape, climate, biomes, volcanoes and		

			<p>defence, River Thames, upper course, middle course, lower course, deposition, meander, oxbow lake, OS map, 6 figure grid reference, ordnance survey, settlements, Shrewsbury, River Severn, defence, flooding, bank, settlement, South America, River Amazon, West, East, basin, West East, Brazil</p>	<p>earthquakes, population, trade, Vocabulary: climate, weather, Brasilia, Manaus, Salvador, Rio de Janeiro, rain-fall, urban, urbanisation, push factor, pull factor, rural, Rio de Janeiro, migrate, rural, favela, outskirts, slum</p>		
<p>HEAD</p> <p>(Knowledge)</p>			<p>The features of a river:</p> <ul style="list-style-type: none"> • Source • Mouth • Oxbow lake • Upper, middle lower course • Deposition <p>The journey of the Amazon River and why it is such an important river environmentally.</p> <p>The River Thames's and The River Severn's journey and how they</p>	<p>To be able to locate places in South America.</p> <p>To be able to find the longitude and latitude of a location.</p> <p>To understand time zones and how they change in different countries.</p> <p>Understand the different physical geography of South America: identifying the significance of longitude, latitude and equator.</p>		

			<p>have both created and affected communities.</p> <p>The ever-growing risks of flooding and how it affects a community.</p>	<p>To know the climate of South America</p> <p>To understand urbanisation and it's impact</p>		
<p>HANDS</p> <p>(Skills)</p>			<p>Investigate places with more emphasis on the larger scale, contrasting near and distant places.eg. Thames / Amazon.</p> <p>Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Follow a short route on an OS map - Amazon.</p> <p>Describe features shown on OS map -</p> <p>Use the orienteering course to help with map reading.</p>	<p>Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Interpret data</p> <p>Use/recognise OS maps and their symbols to gain an understanding of South American terrain.</p> <p>Confidently use an atlas and able to recognise world map as a flattened globe.</p>		

			Confidently identify significant places and environments.			
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