



Year 1 Geography Overview			
Term	Autumn	Spring	Summer
Unit	My Local Area	The United Kingdom	Wonderful Weather
Significant people or places	The Manor House	King Charles III	Ranulph Fiennes
Enquiry Question	What is it like to live in my local area?	Why should people visit the United Kingdom?	Could a polar bear live in Stoke Poges?
Unit Scope	In this unit, pupils will study the school grounds and local area. They will understand that a location has both physical and human features; they will express an opinion on a place and suggest changes for the future. They will focus on the location of their classroom in the school building, before focusing on their local area.	In this unit, pupils go beyond their local area for the first time, widening their knowledge to include the whole of the United Kingdom, focusing on England, Scotland, Wales and Northern Ireland. They will become familiar with maps of the UK and recognise its shape/location against the rest of the globe. Pupils will gain understanding of the 4 countries and their capital cities. As a class, they will scale into Stoke Poges on the map of the UK and develop contextual knowledge of the location of significant landmarks nearby. They will also gain knowledge of each country's flag and how this creates the UK flag and will begin to develop their understanding of the concept of unity.	In this unit, pupils will learn about the different types of weather in their immediate environment. Pupils will have opportunities to observe and record the weather, present their own weather forecast and build on their knowledge of the four seasons. They will contrast their local area with the Arctic and Antarctic.
Key Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Learn about their school, and what it is like there Learn what it is like in their local area by going on local walks Explore what makes their local area significant <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Identify where the classroom is located on a map of the school Identify where our school is located in the local area <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Name the types of jobs available in the local area Name and describe local landmarks Identify the different types of houses found in the local area and compare them. Know that every house and street in our area has a name and a postcode. The name of the street or road is usually on a wall or a sign at the beginning of the street or road. This is how the postal workers know where to bring their letters. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the United Kingdom on a world map and on a globe Locate Stoke Poges within the United Kingdom Identify England, Northern Ireland, Scotland and Wales, as well their capital cities. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the UK <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Recognise the individual flags of the 4 countries, as well as the Union Jack and what it represents Begin to develop an understanding of the concepts of union Identify some of the significant landmarks in the area and UK 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Revise locations in the UK and begin to look at surrounding seas Locate the Arctic on a world map and a globe <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Locate and identify characteristics of the Arctic and Antarctic suggesting how they may differ from UK weather <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Learn about the weather in our country Identify 4 types of weather that happens in the UK Identify weather changes throughout the year and name the season. Identify some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings Identify some ways the weather affects us in the clothes we wear, how we travel and the things we do

			<ul style="list-style-type: none"> Know and understand what weather forecasts show
Key Skills	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Use an aerial photograph to identify the classroom on a map of the school Investigate their surroundings and make observations about where things are Understand what a map is and draw a map of the local area using imaginary symbols <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> Use a simple map to move around the school Follow directions (up/down; left/right; backwards/forwards) Use directional language (e.g. near, far, left and right) to describe features on a map Locate the route they take to school Explore the local area of the school and investigate the human and physical features that they observe Make observations about where things are e.g. within the school or local area 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Become familiar with maps of the United Kingdom and learn to recognise its shape Learn names of some places within the UK, including capital cities Use an atlas to identify different places in the UK Introduction to the compass points – North/South/East/West Look at aerial photographs and maps of places in the UK Identify different terrain types using basic map symbols (water, mud, trees, building) <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> Make simple comparisons of places using maps 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Look at aerial photographs and maps of places in the UK Locate the Arctic and Antarctic on a world map and globe <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> Investigate different weather conditions through observations Observe and record seasonal change
Vocabulary	Local Aerial map Plan Route Symbol Journey Near Far Left Right Address Bungalow Detached Sem-detached Terraced Flat Cottage Landmarks Human features Physical features	Country Capital city Globe Compass Direction Map Location Town Flag Nation / national Sea Atlas	Weather Forecast Arctic Hot/cold North Pole South Pole Antarctic



Year 2 Geography Overview

Term	Spring	Summer
Unit	Comparing Our Country to Kenya	Exploring Our Wonderful World
Significant people or places	Monarchy Government – Prime Minister	Captain James Cook
Enquiry Question	Why do people from all walks of life visit London?	Can you describe the oceans and continents of our planet?
Unit Scope	This unit focuses in on specific regions within Kenya and pupils will be able to draw comparisons between this locality and their own. The children will be comparing the human and physical features of Lodwar in Kenya to London. They will complete a focus study, comparing their life to the life of a child in Lodwar.	In this unit, pupils will explore a range of maps at a local, national and global level, learning about the location of countries, continents and oceans of the world in relation to the position of the UK and their own locality. They will develop global awareness by looking in detail at the position of the 7 continents and 5 oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Pupils will learn how to 'view from above', looking at aerial photographs to spot human and physical features. They will build on their map skills using atlases, world maps and globes more widely.
Key Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Revise the location of London on a map Name the features of key London landmarks (such as: The London Eye, Big Ben, The Houses of Parliament, Trafalgar Square, Buckingham Palace) Understand where Kenya is located within the world and identify Kenya on a world map Identify that Kenya is far away from the UK and the appropriate mode of transport used to travel there Compare regions of Kenya to their own locality using a plan view Locate the town of Lodwar <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know about the climate in Kenya due to its locality to the equator Explore the wildlife in Kenya <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Identify the similarities and differences in climate between London and Lodwar Understand and identify the difference between rural and urban settings Identify and understand key physical features, including: hill, mountain, sea, ocean, river, vegetation, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Discuss the different continents and key characteristics within them Locate and compare France, China, Australia, USA, Kenya and Antarctica <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Highlight the similarities and differences between the seven continents, including the human and physical features of each location <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Identify the locations of hot and cold areas in the world in relation to the Equator and North and South Poles Use basic geographical vocabulary to refer to key human and physical features
Key Skills	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Use a world map, atlases and globes to identify Kenya and cities within Use simple compass directions (North, South, East and West) to describe the location of places on a map 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the continents and oceans of the world. Place the 7 continents in the correct locations on a world map Use large scale OS maps

	<ul style="list-style-type: none"> • Use large scale maps to identify the location and landscape of Kenya <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Use simple recording techniques (smiley/sad faces) to express their feelings about a specific place • Make appropriate observations about Lodwar and London, looking for similarities and differences • Begin to understand the need for a key and use class agreed symbols to make a simple key of their local area 	<ul style="list-style-type: none"> • Use map symbols to identify features on an OS map • Use simple compass directions (north, south, east and west) <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Make simple comparisons between features of different places • Look down on objects to make a map • Use aerial photos and plan perspectives to follow a basic route • Observe different methods of transport for long journeys and understand that some methods of transport would be unsuitable for travelling between the continents of Australia and Africa • Identify weather patterns in countries in the northern and southern hemispheres
Vocabulary	<p>Similarities Differences Contrasting Location Equator Urban Rural Culture Comparison Climate Humans features Physical features Population Wildlife</p>	<p>Continent Ocean Equator Arctic Circle / Antarctic Circle Adapted Tropic of Capricorn and Cancer North and South Pole Island Rainforest Landmark Desert Landscape Coast Hill Cliff</p>



Year 3 Geography Overview			
Term	Autumn	Spring	Summer
Unit	Land Use	A European Study	All Around the World
Significant People or Places	James Cook-Cartographer Local environment	Madrid London	Polar regions Tropics
Enquiry Question	What is the land like in the United Kingdom and how do we use it?	What are the similarities and differences between Madrid and London?	How do time zones differ around the world?
Unit Scope	This unit on land use provides pupils with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.	In this unit pupils will use OS maps to compare life in London and Madrid. They will learn how to identify contour lines and what they mean, and learn the 8 points of a compass. Pupils will then move onto learning and identifying map symbols. They will learn about the continent of Europe; its physical and human features and will focus on comparing life in Madrid and London.	This unit allows pupils to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Pupils will find out about some of the important lines that delineate specific areas of the Earth – the Equator, the hemispheres, the Poles and the Tropics. Finally, they will begin to look more closely at the lines of longitude and latitude and develop their understanding of time zones.
Key Knowledge	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Identify how the land-use patterns are different across the UK and how this changes the land use <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Understand key aspect of human geography including land use Know the purpose of a key and what makes a good map symbol and sketch map. Know what the difference is between urban and rural land Know how land is used in urban and rural areas and identify where areas are in the UK Know what agricultural land is and how it has changed over the past 60 years Know how rural space is used in the UK and how space is used for farming Know how farming has changed since 1950 Identify what most rural land is used for in the UK. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Use an atlas to identify the location of London and Madrid Know that Europe can be separated into 4 different regions Identify the land-use in London and Madrid and identify how these have changed over time <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand the geographical similarities and differences through the study of human and physical geography between London and Madrid <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Describe and understand the key aspects of human geography including: types of settlements and land use, key landmarks and economic activity Describe and understand the key aspects of physical geography including: hills, rivers and climate zones 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Identify the position and significance of the Equator, Northern and Southern Hemisphere Identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps Identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. Identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK. Know the position and significance of the Prime / Greenwich Meridian by exploring countries on the Meridian Line. Identify one country on the Prime Meridian. Describe the position and significance of time zones (including night and day) by comparing times in different countries. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Explain why day and night occur and why we need to have time zones Find the local time in another city using time differences

<p>Key Skills</p>	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Locate settlements on a variety of scales • Use maps and atlases to describe land use in the context of thinking about agriculture. • Use a key on a map to show how land is used • Annotate a map to show major landmarks and relative distances • Draw a simple sketch map to show how land is used in the area • Draw a simple map to show buildings in an area and create a key for a map to show major landmarks. <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods • Use symbols and a key to annotate a map and choose their own symbols • Use trundle wheels and long tape measures, compass and camera to record measurements for creating a sketch map • Collect, analyse and present quantitative data in the form of pictograms 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Use atlases, large scale maps and online maps to identify the key human and geographical features of Madrid and London • Use an OS map to identify contour lines • Use 8 points of a compass to follow / give instructions • Identify features from aerial photographs • Use map symbols to identify key features of an OS map <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Begin to collect and record evidence about the human and physical features • Analyse evidence and begin to draw conclusions – make comparisons using photos / pictures / temperatures in different locations • Know why a key is needed; use standard symbols 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Use atlases, large scale maps and online maps to locate the Equator, the Northern and Southern Hemisphere, and the Arctic and Antarctic Circle • Know flat maps can distort the size and shape of countries (the Mercator effect) • Use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • Identify lines of latitude and longitude on a map • Identify a location on a map when the latitude and longitude are provided • Use an OS map to identify contour lines • Use 8 points of a compass • Identify features from aerial photographs • Use map symbols to identify key features of an OS map <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Begin to collect and record daylight hours in the UK and compare to the polar regions • Analyse evidence and begin to draw conclusions – make comparisons using photos / pictures in different locations
<p>Vocabulary</p>	<p>Settlement, hill, mountain, rural, urban, hamlet, village, town, city, population, urban farming, land use</p>	<p>Europe, continent, country, physical and human feature, border, mainland, region, population, currency, climate, religion, government</p>	<p>Northern and Southern hemisphere, latitude, longitude, polar regions, Arctic and Antarctic Circle, tropic regions, Tropic of Cancer and Capricorn, Prime Meridian, Meridian Line, time zone</p>



		Year 4 Geography Overview		
Term	Autumn	Spring	Summer	
Unit	The UK	The Rainforest	The USA	
Significant People or Places	London - Londinium and the development of the London from the Roman Empire over time. Roman roads and land barriers – Hadrian's Wall. Christopher Wren and St. Paul's Cathedral.	The Amazon River, Guatemala (case study), Thomas E Lovejoy (National Geographic award)	Atlanta (Home of Cola Cola and the birth of the civil rights movement/underground railroad), California (the sunshine state/impact on fertility of soil/agriculture) and The Grand Canyon	
Enquiry Question	How has the UK changed over time?	What are the threats to the rainforests and what can we do to help?	How would your holiday in the USA impact upon your lifestyle?	
Unit Scope	In this unit, pupils will look at the geography of the UK – from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.	In this unit, pupils will take a look at the tropical rainforests, from the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They will compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues.	In this unit, pupils will be focusing on the continent of North America. Throughout the unit, they will look at the similarities and differences between the human and physical features including famous landmarks of a variety of different states. By the end of the unit, pupils will have a secure understanding of the size of North America and how the climate, types of settlements and the distribution of natural resources differs throughout.	
Key Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Revise the capital cities of the countries of the UK, the seas surrounding the UK, some of the UK's main rivers and seas that they flow into identify and explain what a county is Identify the location of the Prime Meridian Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use, and how some of these aspects have changed over time in the context of London's growth Know the names of some mountains, ranges and areas of higher ground Locate UK's major mountains, rivers and seas <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know and explain who first settled in London Know and describe how the UK population has changed over time Identify where some immigrants to the UK came from 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Identify South America on maps, atlases and on a globe Know the 13 countries which make up South America Identify and locate the key physical features of South America – including the Amazon rainforest Discover what a rainforest is and where in the world tropical rainforests are located Know that rainforests are found near the Equator Know where the tropics of Cancer and Capricorn are on a map in relation to rainforests of the world <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know the difference between weather and climate Understand how and why the climate differs across South America Compare this region with their own Research information about one country where rainforests are found Discover what is happening to the Amazon Rainforest and the impact of humans - Understand the causes and impact of deforestation <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Know features of South America- countries, major cities, population and languages 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Identify North America on maps and on a globe Understand where the USA is located Identify some of the states that make up the USA Identify and locate some of the key physical features of the USA including major rivers Identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks Identify how time zones differ across the USA <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Discover how and why the climate differs across the USA despite the USA being a single country Identify the similarities and differences between different areas of the USA <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Know the key features of North America – countries, major cities, population and languages Know that the different states have different human and physical features Describe key aspects of physical geography including climate zones and rivers 	

		<ul style="list-style-type: none"> • Know that rainforests have different layers and that each layer has certain characteristics • Know what deforestation means. • Know about the plants found in each layer of the rainforest • Know about animal adaptations in each layer of the rainforest • Describe and understand key aspects of: climate zones, rainforest biomes (compared to other biomes) and vegetation belts 	<ul style="list-style-type: none"> • Describe key aspects of human geography including types of settlements and distribution of natural resources
Key Skills	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Use the 8 points of a compass and 4- figure grid references, symbols and key • Use maps, atlases, globes and digital mapping to locate counties and describe features <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Research the changing population of London • Research where some immigrants to the UK came from • Use letter/number co-ordinates to locate features on a map (orienteeing) 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Use atlases, large scale maps and online maps to identify the name and position of different countries in South America • Label a map to show countries where rainforests are found • Find the Equator on a map • Recap the use of symbols to identify key features on an OS map • Identify contour lines and explain why they are important • Find the tropics of Cancer and Capricorn on a map <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Categorise some similarities and differences between the Amazon rainforest and Black Park • Field work study comparing local area to a life in the Amazon Rainforest • Complete map (with key) showing agreed route for fieldwork to take place 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> • Use the 8-points of a compass to describe the location of different states in the USA • Use 4-figure grid references to identify features in a state • Recap the use of map symbols to identify key features of an OS map. • Use atlases, large scale maps and online maps to identify the position and characteristics of the different states within the USA <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Use online maps to identify how different states have changed over time • Make predictions about how states have changed based on knowledge gained
Vocabulary	<p>County Counties Topographical features Land-use patterns Immigrant Longitude Latitude Prime / Greenwich Meridian Human characteristics Physical characteristics</p>	<p>Deforestation Climate Region Rainfall Rainforest Erosion Oxygen Deposition Forest floor Understory layer Canopy layer Emergent layer Indigenous Tribe</p>	<p>Border Climate Coastline Landmark Land mass Land use Mainland National part Natural feature Population President Skyline Skyscraper State capital</p>



Year 5		
Term	Autumn	Summer
Unit	Extreme Earth	Sustainable Energy
Significant People or Places	The Ring of Fire	Fairtrade International
Enquiry Question	What are natural disasters and how do they impact the lives of people?	What is Fair Trade? Do you agree with this?
Unit Scope	In this unit, pupils will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, they will learn about how and why these natural phenomena occur and the ways in which they affect people and the environment. They will link this unit to describing key aspects of physical geography of Asia: climate zones, rivers, mountains, volcanoes, and earthquakes. By the end of this unit they will be able to describe and understand geography of Asia: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	This unit of study draws on the human and physical strand of the national curriculum for Key Stage 2. Within this strand, pupils will be taught to describe and understand key aspects of physical geography including climate zones and taught to describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
Key Knowledge	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Understand how volcanoes form and explore the different types of volcanoes Identify Asia on maps and on a globe Understand the climate across Asia Identify and locate some of the key physical features across Asia including countries and major cities Contrast a region of Asia with the UK <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand key aspects of mountains, volcanoes and earthquakes Explore the Himalayas as a significant mountain range <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Explore the range of cultures and people across Asia Explain how mountains and volcanoes are formed and their impact Explore how and why natural disasters occur Understand the impact of volcanoes and other natural disasters on people through case studies Compare these localities to their own 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Use maps to compare sustainability on a global level Name and locate countries globally where sustainability is an important factor Identify global countries where climate change is evident and make comparisons between them <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of how sustainability differs globally <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> Explain what climate change is and how humans have impacted this Understand how climate influences the way in which land is used Investigate the global challenge of sustainability and how this impacts the globe Investigate fair trade Investigate the global challenge of the movement of borders and people
Key Skills	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Use atlases, large scale maps and online maps to identify the position and characteristics of the mountain ranges across Asia Use latitude and longitude on atlas maps 	<p><u>Map Knowledge and Skills</u></p> <ul style="list-style-type: none"> Use 4- and 6-figure grid references to locate specific areas on maps Use the 8-points of a compass to describe the location of different areas discussed throughout this unit Use map symbols to identify key features of an OS map

	<p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Make predictions about how the land has changed following a natural disaster • Construct a labelled diagram to show how volcanoes are formed • Begin to use primary and secondary sources of evidence in investigations 	<ul style="list-style-type: none"> • Use atlases, large scale maps and online maps to identify the position and characteristics of different places globally <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Create, conduct and evaluate school-wide fieldwork understanding pupils' views on sustainability in school and beyond • Design and use a questionnaire to collect qualitative data to find out and compare pupils' views on sustainability • Complete a fair trade project
Vocabulary	Climate Culture Mountain range Crust Plates Magma Eruption Tectonic Earthquake Divergent boundary Transform boundary Layers Volcano Mantle Tornado Tsunami	Climate change Natural resource Consumption Renewable Non-renewable Emissions Trade Import Export Fair trade Biodegradable Fossil fuels Sustainable Atmosphere Greenhouse gases Global warming Wind Solar Biomass Geothermal



Year 6		
Term	Spring 2	Summer
Unit	Raging Rivers	Marvellous Maps
Significant People or Places	London- The Thames Major rivers of the world- The Nile, Amazon and Yangtze Rivers.	Stoke Poges London John Cary, Gerard Mercator
Enquiry Question	Why was the River Thames important to London?	Where in the world is 813,109?
Unit Scope	In this unit, pupils will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, pupils will explore the life stories of rivers. They will learn the names and locations of the major rivers of the UK and world and will study in depth the River Thames.	In this unit, pupils will further explore the range of maps available to geographers and develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the 8 compass points to give directions and give grid references to locate places on a map, together with 4- and 6-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK. By comparing maps of the same place, pupils will learn about the way that places have changed over time. In addition, pupils will be taught to use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Key Knowledge	<u>Locational Knowledge</u> <ul style="list-style-type: none"> Locate the Thames and other rivers / canals nearby Name and locate the major rivers around the world <u>Human and Physical</u> <ul style="list-style-type: none"> Relate the information and continuum of rivers to their knowledge of the water cycle Know that upper course river features including the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges That middle course river features include wider, shallower valleys, meanders, and oxbow lakes That lower course river features include wider flat-bottomed valleys, floodplains and deltas at the estuary or river mouth Know that rivers erode in 4 ways: abrasion – when larger pieces of bed load material wear away the river banks and bed; attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; solution or corrosion – when acidic water erodes rock 	<u>Locational Knowledge</u> <ul style="list-style-type: none"> Investigate what they can learn about their own locality from a range of different maps Name and locate the main countries and cities of the UK including their human and physical characteristics Use the terms longitude and latitude to describe the position of places Identify the position and significance of time zones Identify what is meant by Prime Meridian <u>Place Knowledge</u> <ul style="list-style-type: none"> Understand similarities and differences between their own locality and its location on a wider scale <u>Human and Physical</u> <ul style="list-style-type: none"> Investigate how the land use in the local environment is impacted by infrastructure
Key Skills	<u>Map Knowledge and Skills</u> <ul style="list-style-type: none"> Locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude Locate local rivers and canals on a range of maps, including Ordnance Survey 	<u>Map Knowledge and Skills</u> <ul style="list-style-type: none"> Use atlases, large scale maps and online maps to identify the different maps of the world and discover what we can learn from them Discover how and why maps are drawn Identify different map symbols using the OS map key Identify and use the 8-points of a compass

	<p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • 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 • Use a compass correctly to map the direction/location of our local rivers and the direction water flows in • Collect and record evidence • Begin to use primary and secondary sources of evidence in investigations 	<ul style="list-style-type: none"> • Use 4 and 6-figure grid references to build on their knowledge of the local area <p><u>Fieldwork and Observational Skills</u></p> <ul style="list-style-type: none"> • Use field work to draw field sketches of areas within their locality • Plan and undertake fieldwork within their locality • Present the data from fieldwork in an organised and useful way • Select a map for a specific purpose • Use latitude and longitude on maps
Vocabulary	<p>Water cycle Source v-shaped valleys interlocking spurs Rapids Waterfalls Gorges Meanders Oxbow lakes Erosions Corrosion River Thames River bank Abrasion Material Floodplains</p>	<p>Border Cartographer Elevation Compass Human feature Landmass Latitude Longitude Physical feature Prime meridian Locality Fieldwork Data Mapping</p>