CHESSWOOD
JUNIOR SCHOOL
Dream - Aspire
Achieve

Geography Curriculum

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Geography Sequence Overview Year 3 – Year 6

1. Geography Overview

NC Purpose	NC Aims	What is a geographer?	Concepts	Skills	Careers in Geography	Key links / resource

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.	• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
	• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
	• are competent in the geographical skills needed to:
	  • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
	  • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
	  • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
		Geography is the study of the world around us. Studying geography helps us understand how the Earth works. This includes natural processes (volcanoes, floods, weather) as well as human activities (mining, tourism, building cities). Geographers use a range of key concepts and key skills to study the world. Each of these concepts and skills is a tool that you can use better to understand your world. As you master each of the concepts and skills you will gradually full your toolkit with a range of useful geographical tools.
		Geographers are curious. They look at the earth's features and always want to know more about them. For example, when they look at Jim Jim Falls in Kakadu National Park, Northern Territory, they wonder about many aspects of this natural feature. They want to know about: its size, its location, the types of rock in the area, the types of plants and animals in the area, it's significance to Indigenous Australians, the way it is used by people, the way it is changing. Their curiosity and wonder gives geographers a special view of the world.
		 
		Geographers -
		• Gather geographic data through field observations, maps, photographs, satellite imagery, and censuses
		• Use quantitative methods, such as statistical analysis, in their research
		• Use qualitative methods, such as surveys, interviews, and focus groups, in their research
		• Create and modify maps, graphs, diagrams, or other visual representations of geographic data
		• Analyze the geographic distribution of physical and cultural characteristics and occurrences
		• Use geographic information systems (GIS) to collect, analyze, and display geographic data
		• Write reports and present research findings
		• Assist, advise, or lead others in using GIS and geographic data
		• Combine geographic data with data about a particular specialty, such as economics, the environment, health, or politics
			Place
			Region
			Space
			Environment
			Interconnection
			Sustainability
			Scale
			Change – patterns and trends
				FIELDWORK SKILLS
				Observing
				Questioning
				Planning
				Collecting
				Recording
				Evaluating
				Representing (understand qualitative and quantitative data / primary and secondary data)
				Map sketching
				Interpreting
				Analysing
				Concluding
				Communicating
				Reflecting
				Responding
				Map-reading
					Cartographer
					Environmental consultant
					Town planner
					Geographical information systems officer
					Conservation officer
					Recycling officer
					Landscape architect
					Teacher
					Ecologist
						Geographical Association
						https://www.geography.org.uk/
						
						https://www.rgs.org/schools/teaching-resources/developing-primary-geography/
						
						Great article on what a geographer is and unpacking concepts and skills.
						https://www.oup.com.au/__data/assets/pdf_file/0018/58023/Oxford-Big-Ideas-Geography-7-Geographers-Toolkit.pdf
						
						Concepts
						https://www.gislounge.com/basic-geographic-concepts/
						
						Careers in geography
						https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-geography-degree

2. Geography Sequence Overview

Year	Term	Locational Knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
					Geographical Skills	Fieldwork
3	AUT (6 hours)	**WE ARE TOWN PLANNERS**				
		'Aspirations' - with the aim that pupils understand a range of different careers available to them in the field of geography. In each unit, the children will become a different professional, which is closely linked to what they are studying. Children will start the school as 'Town Planners' and understand what is involved in this role.				
		'Sense of place', - with the aim that pupils understand where they are in relation to other places in the world. In this unit, children will understand where the town they live in is in relation to the continents, oceans, countries of the UK and surrounding counties.				
		Interconnectivity – pupils will explore how their needs as pupils at the school have an impact on the surrounding area (needs of street lighting, pedestrian crossing…)				
		Sustainability - learning about settlement types and needs to build up to unit 2.				
		Chesswood Passport Pieces allow pupils to revisit KS1 key locational knowledge, including the continents and oceans. In comparing school locations, they will revisit the four countries of the United Kingdom, focussing on Northern Ireland, and also visiting Paris, as the capital city of France.	Pupils will be able to locate Worthing on an OS map, and be able to give details about where they live – town, county and country. Although the unit will focus on the local area, they wll get the opportunity to compare their local school area with that of a rural area in Northern Ireland and of an inner city area in Paris, France.	Pupils will begin their Chesswood Geography journey by visiting what is meant by Geography, establishing that there is both physical and human sides to the subject. Key knowledge for this unit will include what a settlement is and the different types. They will consider what type of settlement Worthing is (a town), the basic physical and human features of it and an indepth focus on how land is used in a school area.	Pupils will use the directional language of **North, South, East and West** (position of countries of the UK, direction of travel on walk using their sketch maps) Pupils will use a OS map extract to help them create a simple Sketch map – school within local area. Pupils will record observations using sketches, symbols and/or photographs. OS map skills – what is a map? Introduction to scale and the first 7 symbols related to the school area (railway station, footbridge, Place of worship, School, Main Road, Minor Roads and Parking.	**Investigation question: What features do you need for a school area?** Pupils will walk around their school area and observe the human and physical features they can see. They will record this on a map of their route, take pictures, and present their findings in a table, ordering the features from the most to least important in a school area. Directional language of North, South, East and West will be used during the walk.
	Spring (6 hrs + 2 hours field work)	**WE ARE Air Quality Monitoring Officers**				
		Aspirations – in this unit, pupils will become Air Quality Monitoring Officers, as their knowledge of settlements and land use patterns is extended from the previous unit, and they begin to explore potential problems and solutions of living in urban areas.				
		Sense of place – in this unit, the aim is to deepen the children's understanding of where they live by looking more closely at Worthing and comparing this to London. They will also develop a knowledge of regions and build on their knowledge of counties so they understand better where they are in relation to the rest of the UK.				
		Sustainability – pupils' concept of sustainability is extended from their own school to their own town and then to London. Pupils learn from other countries different solution to air pollution in urban areas.				
		Interconnectivity – in comparing their home town to London, pupils will understand how our lives are linked to the capital city				
		Pupils will build on their knowledge of the UK from the previous unit, to understand how the UK is split into different regions. Pupils to know that we are located in the South East region of the UK, and to learn the 9 counties situated here. Pupils to learn what counties are directly east, north and west of West Sussex. Pupils to learn that the English Channel is directly south of Worthing. Pupils will also learn what a **capital city** is, and learn that London is the capital city of England.	By comparing features of a town and a capital city (Worthing and London), pupils to gain an understanding of the size difference, including population. Pupils will investigate sustainability in London comparing strategies to that in Copenhagen, Denmark.	Pupils will recap knowledge from the previous unit of what a settlement is and what types of settlements there are. They will recap what type of settlement Worthing is and ascertain what type of settlement London is. They will make the connection between types of settlement and land use patterns. Children will recap the key physical and human features of Worthing and extend this knowledge by considering how this differs to London – as a large city. Pupils will be introduced to the terms urban and green urban and use these to explore London.	Pupils will be introduced to **digimaps**, and will use this to highlight the growth of Worthing from 1890s, 1950s and current day. Pupils begin to use the directional language of the x and y axis, along with Northings and Eastings. Pupils to use grid reference (4 figure) Comparing maps extracts to aerial photographs to establish areas of high population and traffic	**Investigation Questions: How busy is Chesswood Road? How much pollution is created?** Pupils will create a survey to determine the road use of Chesswood Road, 10min tally chart. Pupils will use their data to create a block graph.

		Pupils will use maps to investigate the growth of Worthing over time.		They will then learn the key physical and human features of London and look at land use in a similar way. This will include how land use has changed over time in Worthing. Pupils will be introduced to the concept of sustainability by exploring how towns and cities are becoming more sustainable (with a focus on Worthing, Copenhagen – the most eco-friendly city - and London). They will learn that larger settlements tend to cause more pollution, which has a negative impact on the environment, and the measures taken to reduce pollution in towns and cities.	OS Map Skills - pupils add to their knowledge of map symbols focussing on road types – single carriage main road, secondary road, minor roads (over and under 4m wide)	Pupils analyse the road use of Chesswood Road and Brighton Road (a C road and an A road) Map Road traffic statistics - Road traffic statistics (dft.gov.uk) Splashpoint vs Chesswood Road.
	Summer (7.5 hrs)	**WE ARE Worldwide Travel Consultants**				
		Aspirations – in this unit, pupils will become 'Worldwide Travel Consultants', as they explore different biomes.				
		Sense of place – in this unit, children will deepen their sense of place to understand where they are in relation to other parts of Europe, and what those places are like.				
		Sustainability – pupils will focus on how the tourism industry is being made more sustainable.				
		Interconnectivity – pupils will consider holiday destinations used by people in the UK (considering the climate differences)				
		Pupils will recap on their KS1 knowledge that the world is divided up into continents. Building on their knowledge of countries of the UK, pupils will learn that the continent of Europe has 45 countries. They will learn 12 of these countries. Developing from this, children will deepen their understanding of the UK as a whole by locating key features that will attract tourists, including capital cities and other major cities, landmarks, mountains, coasts, rivers and hills. They will do the same for Italy. Pupils will learn the location of Italy and Alaska, and study the physical and human features of Alaska, USA, to establish tourism activities. Pupils will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	Pupils will explore three distinct locations in three different climate zones – the UK (temperate), Italy (Mediterranean) and Alaska (Polar). They will gain a sense of place by comparing the three places – their weather, features and holiday activities on offer at each location.	Pupils will learn the difference between weather and climate, exploring different climate zone. They will learn what climate zone the UK, Italy and Alaska are in, and understand how the climate might affect land use for tourism. Pupils will be introduced to Biomes. They will also understand how other key physical features such as mountains, rivers, forests and coasts might appeal to tourists. Building on their knowledge of what a settlement is from the previous unit, they will understand different types of settlements around the UK and Italy (hamlets, villages, towns and cities), and why tourists might want to visit those different types of settlements. Pupils will look more in depth at the human and physical features that draw tourists to visit different locations in the UK, Italy and Alaska. Pupils will learn what transport links there are to, from and within the UK and Italy (e.g. air travel, ferry, road). They will develop their understanding of sustainability to include how the tourism industry is becoming more sustainable.	Pupils will use globes and maps of Europe to locate the countries detailed in the locational knowledge section. Pupils will use locational language to locate different European countries on a map of the continent. Pupils will use a map of the UK and of Italy to locate features that might attract a tourist to visit, including rivers, coasts, mountains and landmarks. Pupils will use climate maps to compare England and Italy.	N/A
4	**SPR 1 (7 hrs)** **Timings can be changed between both Spring units**	**WE ARE FOOD DISTRIBUTION MANAGERS**				
		Aspirations – in this unit, pupils will become 'Food Distribution Managers', focusing on what produce is grown where, what is exported from the UK and what is imported from other countries around the world.				
		Sense of place – in this unit, pupils will deepen their sense of place to understand what food is produced in various regions of the UK, Europe and North and South America.				
		Sustainability – pupils will focus on how importing and exporting food affects the environment, and how food distribution is becoming more sustainable.				
		Interconnectivity – pupils will learn how we are linked to other places via the food that we eat.				
		Pupils will recap the countries of the UK learnt in year 3. They will also extend their knowledge of the UK to include the counties of the South East. Pupils will know what the main produce is grown or reared in the South East - mainly grows apples, pears, milk, beef, lamb, pork, poultry, eggs and wheat).	Pupils will compare the type of food grown in our biome in the UK to the type of food grown in various biomes around the world. They will link the climate to what can be grown there, and why we import and export food.	Pupils will learn about natural resources, and that food is a resource. They will learn that food distribution involves supplying food to the population, through the use of trade, and about the importance of scale. The concept of importing and exporting will be introduced, as well as trade links. Through the study of local, national and global supply chains, pupils	Pupils are introduced to topographical maps, considering how the land type relates to the types of farming found there. Pupils investigate maps at a local, national and global scale.	**N/A**

		Pupils will extend their knowledge of regions of the UK to explore environmental regions around the world (biomes). They will understand that these world regions are based on the **climate (year 3).** These world environmental regions will link to the type of food produced and imported into the UK. Pupils will revise the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, building onto lines of latitude and longitude, including the **Tropics of Capricorn and Cancer, and the Arctic and Antarctic Circle,** relating to different climates and vegetation types. They will recap the key countries of Europe learnt in year 3, plus the Netherlands and Belgium (since they are key import countries for food to the UK), and extend that by learning the main food imported to the UK from each country. They will link this to the environmental region of that country and other topographical features e.g. countries with a large coastline produce more fish. **Ireland – beef; France – wine; Denmark – pork; Netherlands – potatoes; Belgium – potatoes;** Russia – fish**;** Italy – tomatoes**;** Greece – olives**;** Norway – fish**;** Sweden – fish**;** Poland - chocolate Spain – peppers; Portugal - tomatoes Pupils will be introduced to some of the key countries in South America and will do the same for those: Peru – avocadoes; Chile – grapes; Colombia – bananas.		will consider the benefits of buying local, by considering the pros and cons of each. Pupils learn that the main farming types in the UK are arable, dairy, livestock and mixed.		
	Spring 1 (5 hrs)	**WE ARE BUSINESS DEVELOPMENT MANAGERS**				
		Aspirations – pupils will become 'business development managers', focusing on importing, exporting and the global supply chain.				
		Sense of place – pupils will deepen their understanding of their sense of place to include major imports and exports from the UK, and the biggest exports of key countries in Europe, North and South America.				
		Sustainability – pupils will consider that minerals are a non renewable natural resource				
		Interconnectivity – pupils will learn how they are connected to other countries via the natural resources used in the production of their mobile phones				
		Pupils will recap the key countries learnt so far (UK, Ireland, France, Russia, Italy, Greece, Norway, Sweden, Denmark, Iceland Germany, Poland, Spain, Portugal, Peru, Chile and Colombia), as well as learning where the final key countries are located (Brazil, Argentina, Venezuela, Paraguay, USA, Canada, Mexico and Cuba). Pupils will locate the countries involved in the global supply chain of mobile phones, looking at the physical features needed for each stage of production.	Comparing minerals found in different physical regions, and the countries in which they are located.	Building on their knowledge of **economic activity and trade links** from the previous unit, pupils will develop an understanding of **trade links** outside of the food industry – minerals. They will understand that trade is the buying and selling of goods and services that we want and need, and this extends to a multitude of different things. They will recap the scale of trade to understand that, like food, goods are bought and sold on a local, national and global scale. They will understand that trade has existed since the beginning of civilisation, starting at a local level, with only resources found nearby. They will link this to their understanding of how settlements have changed over time in year 3, to understand that trade increased once villages and towns began to develop. Since then, globalisation has occurred, and we trade on a global scale. Pupils will link this to the previous unit, understanding that different climate	Pupils will use maps showing the UK's top 5 imports and exports, as well as maps showing every country's main exports. Googlemaps will be used to pinpoint the different locations along the global supply chain of a mobile phone, focusing on Europe and North/South America. Pupils use scale to measure the distance that different exports travel. Grid References (four figure) are used to locate countries on a world map.	**N/A**

				zones and limited land mass mean we cannot produce everything, and modern transport has enabled global trade to occur. Pupils will be introduced to the global supply chain, understanding that the products we buy go from raw materials, which are processed and then distributed to different shops for the consumer to buyThey will focus in on the supply chain of mobile phones, understanding that different stages of the supply chain often occur around the world (see map skills). They will primarily focus on the **distribution of minerals** when looking at the raw materials stage of mobile phone production. Pupils will consider that some natural resources are nonrenewable (also linking to the next unit) and the environmental repercussions of extracting these.		
SUM 2 **(5.5 + 2.5 hrs)**	**WE ARE ENERGY POLICY ADVISORS** **Aspirations – pupils will become 'energy policy advisors', focusing on how physical features of the environment link to the energy we use.** **Sense of place – pupils will develop their sense of place of the UK by understanding energy distribution within the UK and comparing this to parts of Europe, South America and North America.** **Sustainability – pupils will focus on the impact of burning fossil fuels on the environment, and how energy production is becoming more sustainable.**					
	Building on their knowledge of UK regions, Pupils will ascertain which regions in the UK have capacity for different types of energy, linking this to the physical features of those regions (see map skills). They will understand the different types of energy that is used to power the UK, and whether this is renewable or non-renewable. They will locate the key countries whose largest export is petroleum (Norway, Sweden, Russia, Portugal, Greece, USA, Canada, Venezuela). Iceland, Europe – 100% renewable energy Pupils will deepen their understanding of renewable energy by focusing on Iceland, where 87% of electricity comes from hydropower, and 13% comes from geothermal power. They will link this to the key physical features of Iceland (the glacier and mountains work well for hydro power; and the volcanic landscape allow for geothermal power). Paraguay, South America – 100% renewable energy	Pupils will compare the energy distribution in the UK to Iceland and Paraguay, linking the energy capacity to the physical features of each location. They will consider whether the UK has the physical features needed to use 100% renewable energy in the future.	Building on their understanding of trade links and economic activity from the previous two units, pupils will now deepen this knowledge to include the **distribution of energy.** They will understand that energy, like food and cotton, is a **natural resource**. They will understand what energy is and consider all the different technology that they use that requires energy to power it. Pupils will understand the difference between renewable and non-renewable energy. They will learn about hydro, wind, solar and geothermal energy as renewable energy sources, and nuclear, coal, gas and petroleum as non-renewable energy sources. They will understand that petroleum is a **mineral**. They will understand that renewable energy is sustainable, but non-renewable energy is not. They will link the key physical features needed for each type of energy production. Pupils will consider the impact of non-renewable energy on the environment and link the burning of fossil fuels to climate change They will look at examples of Paraguay and Iceland, who use 100% renewable energy, and compare that to the energy distribution in the UK. They will link the distribution of renewable energy to the physical features of different regions in the UK (e.g. windfarms are mostly found on coastlines and higher ground, where there are stronger wind speeds; hydroelectric energy is limited to Scotland and Wales, where there is more rainfall and it is more sparsely populated, so it is easier to build dams; and solar energy is mostly limited to the South, where there is more sun). They will do the same for non-renewable energy (e.g. nuclear sites are on the coast, because they need access to	Pupils will be introduced to maps of the UK that show: • The UK's hydro, wind and solar capacity • The UK's nuclear, coal and gas capacity Pupils will revisit the world map of the World's largest exports from the previous units, focusing on the key countries whose key exports are energy. They will notice that there is a large volume of countries whose top export is petroleum and consider why that may be.	Pupils will undertake fieldwork at the Rampion Windfarm Visitor Centre including : 1) How a wind turbine works and its different parts 2) VR headset virtual trip to the wind farm, cimbing up into the turbine and seeing the working parts 3) Predict whether wind speed will be higher on the land or out to sea and measure wind speed and wind direction in different locations to test theory.

				plentiful supplies of cooling water).		
5	**Autumn (5.5 + 2.5 hrs)**	**WE ARE RIVER GUIDES** **Aspiratons - pupils become river guides, learning different courses of the river, their features and uses** **Sense of Place – pupils use the River Adur to focus on learning what the area around a river is like** **Sustainability – pupils build on their knowledge of natural resources, learning that water is also a natural resources, considering the uses.**				
		Pupils will be able to locate key rivers in the UK including the River Severn, Thames, Trent, Tay and Bann The main body of the unit will focus in on the River Adur, developing an in-depth knowledge of the key physical features of a river and the land use surrounding it in the local area.	Pupils will compare the physical features of the River Adur with other rivers in the UK, looking at length, meanders, estuaries and lakes. Comparisons at this stage are aimed to set the children up to make a major comparison of a region in the UK, Europe and North or South America in year 6.	Building on their knowledge of natural resources, pupils will understand that seas and rivers are another natural resource. Pupils will create a model to explain the the water cycle with a focus on the part that rivers play. They will follow the journey of a river through its upper, middle and lower course - from its source, through the meanders of flatter land, to the estuary and its mouth. On this journey, they will understand the key features of a river including what a tributary and estuary is. Pupils will link land use around rivers with the features of the river itself, and the physical features surrounding each course of the river, recapping their knowledge of farming, tourism and energy from the previous years. They will understand that on the upper course, land use tends to be for hill sheep farming, due to the poor soils, steep slopes and cold weather; and that it attracts tourism due to waterfalls, gorge walking, fishing, canoeing and white water rafting. They will also understand that this is where you would find dams and reservoirs, and where hydroelectric power is generated. On the middle course, there is a mixture of dairy and arable farming as the slopes are gentler, more fertile and the weather is better. There is also good access via roads and railways to both the upper and lower course of the river, so tourists often stay near here in B&Bs. On the lower course, weather is generally better so crops can harvest, dairy farms are close to settlements to sell their produce and heavy industry may exist on the floodplain close to the sea, as flat land is needed. They will apply all the above knowledge to the River Adur. Pupils will recap their prior knowledge of climate change, understanding that this can lead to more flooding. They will understand types of flood defences that are used on the River Adur.	Pupils will use online maps of the UK to ascertain where the major rivers in the UK are what major cities they flow through. Pupils will use an OS map of the River Adur to label its key physical features, using OS symbols, scale and 4 figure grid references. Pupils will build on their map skills through the introduction of sketch maps. They will sketch a map of the section of the River Adur they will be visiting, labelling the key features of it and using ordnance survey symbols to map the land use surrounding the river.	**Summer term ?** **River Adur trip (Shoreham recreation ground to footbridge and down the opposite side – collection by coach there or walk back across road bridge)** Pupils will take a trip to the River Adur where they will discover the human features of the river. On their sketch maps, they will record: • What course of the river they are visiting • What physical features of the river they can see • What human features they can see (e.g. industry on the lower course, bridges, port) • What flood defences they can see

<table>
<tr><td></td><td>Spring
(5 hrs)</td><td colspan="5">WE ARE WATER SUPPLY ENGINEERS</td></tr>
<tr><td></td><td></td><td colspan="5">Aspirations, as water supply engineers, pupils consider how they use water and learn the processes that our dirnking water, and waste water, go through before it returns to the cycle</td></tr>
<tr><td></td><td></td><td colspan="5">Sense of Place – pupils use their local area to find out where our water comes from, and what happens to our wastewater</td></tr>
<tr><td></td><td></td><td colspan="5">Sustainability – In learning about where our water comes from, pupils learn why is it important to conserve it</td></tr>
<tr><td></td><td></td><td>Pupils will recap their knowledge of the counties, major cities and rivers in the South East and build on this to understand how water is distributed in this area.

Pupils will also locate key countries on world map to show water world water distribution and scarcity influenced by climate change over time. They will link this to the biome that they are in (I.e. dry desert biomes tend to be scarce of water) but notice how this is not always the case, because it depends on the water distribution system that country has implemented.</td><td>Pupils investigate areas of drought in the UK, Europe and North/South America, linking to their knowledge of biomes, water as a natural resource and sustainability.</td><td>Building on their knowledge of coasts and rivers, pupils will recap their knowledge of the water cycle from to understand why we get rain, and the part that rivers play in the cycle. They will build on this knowledge adding into the model that water is distributed to people for different uses and also collected.

Pupils will then develop this knowledge further to understand how water Is a natural resource and how it is distributed in the South East of England – specifically in Worthing. They will understand that water is a natural resource that is distributed. They will learn that in the South East, water mostly comes from groundwater. The rest of our water comes from rivers and surface water reservoirs.

They will understand the journey of water from rain, to rivers, the ground and reservoirs, to our taps. They will also gain a basic understanding of the wastewater process; how water that is used in the home is transported back to rivers.

They will recap their knowledge of climate change and extend this to understand that climate change can cause drought. They will link this to biomes, understanding that climate change causes biomes to become drier. They will understand that this increases the need to save water and learn various ways to save water in their own home such as leaving a cold water jug in their fridge rather than running a tap until the water runs cold or taking showers instead of baths.</td><td>OS Maps – use of map references, symbols and scale to work out how far our water travels to reach our homes.</td><td>N/A</td></tr>
<tr><td></td><td>Summer
(7 hrs)</td><td colspan="5">WE ARE ANTHROPOLOGISTS</td></tr>
<tr><td></td><td></td><td colspan="5">Aspirations – as anthorplogists, pupils consider how rivers are used, here and in different countries</td></tr>
<tr><td></td><td></td><td colspan="5">Sense of Place – by focussing on other major rivers, such as the River Amazon, pupils get a sense of how it is different to our local river</td></tr>
<tr><td></td><td></td><td colspan="5">Sustainability – pupils learn about the different important environments that need protecting, and how the power of the water is harnessed in other areas</td></tr>
<tr><td></td><td></td><td>Pupils will recap their knowledge of UK rivers by locating them on a map of the UK and the major cities they run through. They will then extend this knowledge to locate the major world rivers on a map, focusing on Europe and North and South America, including ascertaining some of the key countries and continents they run through, as well as comparing their lengths.

They will also describe the location of the rivers using their prior knowledge of the equator, tropics, longitude and latitude, as well as comparing them using the directional knowledge of the eight points of</td><td>Pupils will compare the physical and human features of the rivers in England, USA, Brazil and Germany– the Thames, the Rhine, the Mississippi and the Amazon, including how some of these have changed over time.</td><td>Pupils will deepen their knowledge of rivers by looking at how people use them. They will also have the opportunity to study rivers around the world - the Thames, the Thine, the Mississippi and the Amazon.

They will recap their prior knowledge of physical features of a river from the first unit of year 5 by applying them to each of these rivers.

They will understand what biome each river is in, and how this impacts life around the river (e.g. the importance of the Amazon rainforest and the impact of the climate on flooding).</td><td>Pupils will use world maps and atlases to locate the world’s major rivers and compare the lengths.

They will use biome maps to ascertain the biome of the four key major rivers.

They will use Google Maps and street view to aid them with understanding the land use around the four key major rivers.</td><td>Virtual field trips using VR headsets, google Earth and videos.</td></tr>
</table>

		the compass. They will then focus in on the Thames, the Rhine, the Mississippi and the Amazon, locating the major cities that they flow through, as well as looking at how key features have changed over time.		They will also apply their knowledge of settlements and land use, trade links and economic activity to each area. For each river, they will also discover the importance of the river establishing the settlements surrounding them, focusing on how this has changed over time (e.g. looking at the relatively inhabited Amazon and how the tribal culture has remained and changed; the castles and fortresses along the Rhine; the old plantations along the Mississippi and the landmarks along the Thames). They will understand how the river has been used for trade and how this has also changed over time. They will also recap their knowledge of hydroelectric energy and look at whether this is harnessed in the four key rivers.		
6	**Autumn (8 hours + 2.5 Bristol)**	**WE ARE GEOLOGISTS - Mountains**				
		Aspirations – as geologists pupils learn about the structure of the earth and how the tectonic plates have created mountains				
		Sense of Place – pupils pose questions to investigate what it is like on Mount Everest				
		Sustainability – pupils consider the advantages and disadvantages of visiting mountainous areas				
		Pupils build on their knowledge of the UK by learning the key mountain/hill ranges – including the Grampians, penines, Cotswolds, Chiltern Hills and South Downs. Pupils also build on their global locational knowledge by locating the key mountain ranges including the Rocky Mountains, Alps, Himalayas and Andes.	Pupils compare what it is like in the Himalayas compared to Worthing using climate data, revisiting the difference between climate and weather.	Pupils learn that a mountain,like a river, is a landform. They investigate the difference between a hill and a mountain and learn the key physical features. Pupils consider why people choose to visit/live on mountains focussing on the Himalayas, and their farming, climbers and sherpas. Pupils consider the pros and cons of people visiting the Himalayas, thinking about if tourism in the area is a good thing, considering both sides and using the arguments for a class discussion.	Pupils use topographical maps to locate key mountain/hills in the UK. Pupils use lines of latitude and longitude to locate major mountain ranges of the world.	Pupils create a fieldsketch, using photographs, of a mountain labelling with the features
	BRISTOL	Pupils learn				
	Spring (8 hrs)	**WE ARE Volcanologists - Volcanoes**				
		Aspirations – as volcanologists, pupils use their previous knowledge on the earth's structure to consider how volcanoes are created				
		Sense of Place – pupils consider why people would want to live near a volcano, and learn the different features that are found there				
		Sustainbility - n/a				
		Pupils will revisit the names of the continents and oceans by linking to the tectonic plates. They will see examples of different mountains and their location in the world including those of interest eg Mount Rushmore, USA and Mount Everest and Mont Blanc.	Pupils consider why volcanoes are not found in the UK by using their prior knowledge on tectonic plates	Building their knowledge of mountains, pupils learn that there are three different types of mountains – fold, fault block and dome. They learn that these are formed on the earth's crust (and the earth's structure consists of the inner core, outer core, mantle and crust) They use their knowledge of the continents to learn the names of the tectonic plates, and that mountains, volcanoes and earthquakes occur at the boundaries of these plates – learning that there are converging (destructive) plate boundaries, diverging (constructive) plate boundaries and transform plate boundaries.	Pupils build on their map skills by looking at how height can be represented through colour, dots or contour lines.	Pupils use different volcanic rocks to explore the what they tell us about the type of volcano they are from. Pupils revisit drawing field sketches to create a labelled sketch of a cone volcano.

				Pupils learn that there are two types of volcanoe, shield and cone, and how they are made using their knowledge of plate boundaries. Pupils learn the main features of a volcano.		
	Summer (7 hrs)	**WE ARE SEISMOLOGISTS - Earthquakes**				
		Aspirations – as seimologists, pupils use their previous knowledge on the earth's structure and the formation of volcanoes, to consider how earthquakes are created				
		Sense of Place – pupils consider the advantages and disadvantages of living in an earthquake prone zone, and learn some of the precautions taken				
		Sustainbility - n/a				
		Pupils will revisit the names of the continents, ocean and tectonic plates. Pupils revisit the "Ring of Fire"-a region around the rim of the Pacific Ocean where many volcanic eruptions and earthquakes occur. (90% of World's earthquakes occur in the Ring of Fire)	Pupils consider the safety measures put in place for areas which experience earthquakes and compare to safety measures in place in at Chesswood (fire drill)	Pupils build further on their knowledge of tectonic plates to explore how earthquakes are created, and how they can be measured. They compare the location of earthquakes to that of volcanoes, learn how they can be measured and consider the hazards associated with them both especially in different areas – revisiting different settlements, urban and rural areas, and considering the impact on resources and trade in an impacted area. Pupils learn some of the precautions that are taken in tectonic activity zones.	Pupils use their atlas skills to label key volcanic eruptions and earthquakes. Pupils will explore different map orientations, comparing a Atlanitc centred map to a Pacific Ocean centred map, in order to map the "Ring of Fire" considering the best map to use	

3. Year 3 Geography Units (Knowledge, Concepts, Skills, Vocabulary)

3.1. *We are Town Planners*

Year 3	Term: Autumn	Unit: We are Town Planners			Time: 6 hours
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To know the difference between physical and human geography and be able to identify those in the local area To understand what a settlement is	**What is Geography?** Geography is the study of physical features of the Earth and how human activity is affected by this and affects this. **Physical Geography** examines the nature and environment and with it, natural hazards and their effects. **Human Geography** studies the effects of our activities on the planet. A settlement is a place where people have decided to live. Settlements can include: **1) Isolated dwelling** – settlements that contain only one	Sense of Place – what makes a place unique, what gives a location its character Aspirations – jobs/opportunities in Geography	Pupils will recap what a map is and the various purposes of mapping. Pupils will be introduced to scale and symbols using OSmaps. The 7 key symbols are railway station, footbridge, place of worship, school, main road, minor road and parking) Pupils will create a	**Geography** **Physical** **Human** **Features** **Settlement** **Isolated dwelling** **Hamlet** **Village** **Town** **City/cities**	**Session 1**: WALT: Locate where we are on an OS map of Worthing. **Embedding:** Passport pieces for where we live (L.KS1.1) **Teaching concept:** Children look at different ways that geography is shared (pictures and maps) They then use maps to locate things that they recognise around Worthing. https://youtu.be/xkzXYWDm9OE - introducing map types. https://youtu.be/o1NfYYkezys - introducing symbols. **Key Vocabulary:** Geography, Satellite images, aerial photographs, ordnance survey map. **Activities:** **Sticky Knowledge:** Can children use the map to locate places around Worthing? Can children use the map symbols to aid their reading of a map. **Session 2**: WALT: recognise the different types of settlements and their features. **Embedding:** OS map symbols, Passport (L.KS1.1) **Teaching concept:** Can children recognise different settlements and their importance in society. **Key Vocabulary:** Settlement, Isolated, dwelling, hamlet, village, town, city/cities.

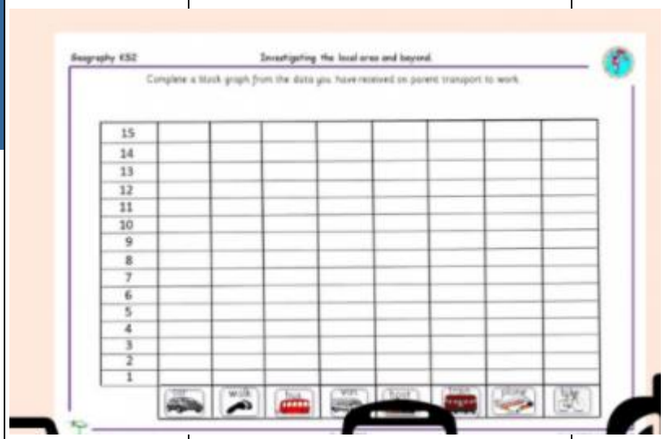
Year 3	Term: Autumn	Unit: We are Town Planners	Time: 6 hours

Obj	Knowledge	Concepts	Skills	Vocabulary	Suggested resources / activities
and identify key features To know what features are required for a school catchment ar eas	or two houses. These tend to exist in rural areas and may include farms, farm buildings and holiday homes. **2) Hamlets** (are tiny settlements - they are just a collection of houses, perhaps centred around a few farms and maybe without even a shop) **3) Villages** (are small settlements - several hundred people live in them and they have: a few shops, a place of worship and maybe a school too) **4) Towns** (are medium-sized settlements - thousands of people live in them and they have a shopping centre and factories, **5) Cities** (are large settlements - they usually have lots of amenities and sometimes a cathedral too (megacities have over 10 million people living in them) Worthing is a town. Chesswood Junior School is located in the east of the town – East Worthing. OS maps - Ordnance Survey is an organisation that have been mapping Great Britain since 1791. Explorer maps (or their online version, the raster) are used by hikers, cyclists and other outdoor pursuit enthusiasts. A map scale shows how much you would have to enlarge your map to get the actual size of the piece of land you are looking at. Maps come in many different scales depending on what they are used for. Explorer maps have the scale of 1:25000; this means that 1cm on the map corresponds to 25000cm on the ground. Map symbols represent real objects. Certain features like cities, roads and railways are very important and therefore, their map symbols are much larger than anything else. As well as size, colours are used to make map symbols more clear. The 7 key symbols are railway station, footbridge, place of worship, school, main road, minor road and parking)		simple concept/mind map Pupils will draw a simple sketch map of their walk around the school area and annotating their base map with findings. Collecting evidence – taking photographs (ipads/cameras) Present observations using photographs and symbols on a sketch map. Teacher modelling – Google Earth and Digimaps Pupils will use the directional language of North, South, East and West to compare the location of the above.	**OS map** **Scale** **Symbols** **Satellite images** **Aerial photographs**	**Activities:** Children sort settlements into importance. Children sort different type of settlements into essential and non-essential. **Sticky Knowledge:** Can children identify the different types of settlements? Can children explain the importance of these settlements? Can children identify why there are different types of settlements? Can children work out what type if settlement Worthing is? **Session 3**: WALT: Consider what features are required by a school **Embedding:** Settlement types, OS map symbols, Passport (L.KS1.2) **Teaching concept:** Can children plan what should be around a school area. Teacher to use digimaps - https://digimapforschools.edina.ac.uk/roam/map/schools SAVED MAPS, Year 3, Aut Term Chesswood Area. Use the map selector to drag between map and aerial photo. Username= BN112AA Password= kulged0987 **Key Vocabulary: OS Map, Scale, Symbols** **Activities:** Children plot around the school and highlight what should be around the school (road, pedestrian crossing, parking restrictions, houses, street lights, footpaths, post-box, car parking, park). Children draw a simple sketch map of their route including anything they expect to see. **Sticky Knowledge:** Can children identify what should be in a school area? Can children use a map and satellite image to identify key features? Can children sketch a simple map of a route around Chesswood? Can children identify who would use these types of maps? **Session 4**: WALT: make observations in our local area (fieldwork/virtual fieldwork). **Embedding:** Passport (S.KS1.1) **Teaching concept:** Walk around the school: Suggested route – up through the top field, out top gate, turn right along Ladydell Road and right into Chesswood Road, walking back down to the front entrance, taking time to stop outside the grounds and look westwards towards the park. **Key Vocabulary:** OS map, Symbols, Compass **Activities:** Pupils to find the features identified on their list and plot it onto their map. Encourage them to add anything else that they think is important to have around a school. Collecting evidence – photographs could be taken. Children use compass when walking around the route and asked what is in the north/south/east/west direction. **Session 5**: WALT: record and present the human and physical features in the local area. **Embedding:** Passport (L.KS1.4) **Key Vocabulary:** OS map, Map symbols **Activities:** Children update/create a new map as they will update it from what they found in the walk, adding in human and physical features that they found. It could include photographs and they should use symbols to help them. **Sticky Knowledge:** Assess if the children are able to create a map which shows the correct OS symbols for what they saw when walking around the route. **Session 6**: WALT: Consider difference in the school environment depending on settlement. **Embedding:** City, town, village, hamlet or isolated dwelling and their features. Passport (L.KS1.4) **Teaching concept:** Children answer investigation question based on what they have learnt over the whole unit. **Key Vocabulary: Settlement, Isolated dwelling, Hamlet, Village, Town, City/cities** **Activities:** Children organise the features they found around chesswood into always, sometimes and never needed around a school environment. People use map extracts and photographs to compare the locations and features of different school locations. The comparison should be with the rural Northern Ireland and inner city Paris (snips/photos are in folder).

Year 3	Term: Autumn	Unit: We are Town Planners			Time: 6 hours
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					Sticky Knowledge: Children complete sticky knowledge assessment

3.2. *We are Air Quality Monitoring Officers*

Year 3	Term: Spring 2	Unit:			Time: 6 hours + 2hours Field work
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To know that England is divided into different regions To know the name and location of some of the key counties of England To know what is	The UK has been divided up into regions. Worthing is located in the South East region of the UK. The South East has been divided into counties (smaller areas.) These are:	Sustainability Aspirations – jobs/opportunities in Geography Change over time	Pupils to use grid reference (4 figure) Comparing maps extracts to aerial photographs to establish areas of high population and traffic. Use digimaps to show the maps. Pupils to use the vocabulary associated with direction and maps – northings and eastings. Fieldwork – • Asking key geographical questions • Collecting evidence – taking photographs	Regions County/counties Settlements City/cities Capital city Local Air Quality Air pollution Traffic London Population	**Session 1**: WALT: understand what a Air quality Monitoring Officer is. **Embedding:** Settlement types (year 3). Location (year 3). Passport (L.Ks1.1) **Teaching concept:** Teach what pollution and air pollution is. Teach what the effects of pollution has on the planet. **Key Vocabulary:** Pollution, Air pollution, Health, vegetation, buildings, Transport, agriculture, waste, household, industrial, **Activities:** Children complete the recap quiz on the key knowledge that they will need this half term. Children write a paragraph on what settlement will create the most pollution. **Sticky Knowledge:** Can children recall what pollution is? Can children understand what air pollution is? Can children identify the effects of air pollution? Can children predict what settlement will produce the most pollution? **Session 2**: WALT: Create and carry out a survey to monitor transport. **Embedding:** *air pollution, what features do we find around the school ground. Passport*

Year 3	Term: Spring 2	Unit:		Time: 6 hours + 2hours Field work	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
meant by pollution and air pollution, and to recognise the key causes of air pollution in towns and cities To know the effects of air pollution To realise that settlements change and grow over time	 A capital city is where the central government of a country is. The leaders work in the capital city and the king/queen hold their courts there. It is usual an important place for banks and businesses. They have large populations. London is England's capital city, and the United Kingdom. The City of London is where the Romans first had their settlement. It is a small area in the centre of Greater London. Towns and Cities will have problems with pollution because there are lots of people living in a small area Pollution is when gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful for humans, animals and plants. Air pollution is when unwanted chemicals, gasses, and particles enter the air and the atmosphere causing harm to animals and damaging the natural cycles of the Earth Air pollution is the term we use to describe any harmful gases in the air we breathe Car engines burn fuel (petrol and diesel) and fumes come out of the exhaust pipe and pollute the air. Effects of air pollution Health – humans depend on air to live and breathe. Polluted air can cause damage to our health. Vegetation – plants also need air to grow.		(ipads/cameras) and carrying out a traffic survey OS map symbols for different roads: Single carriageway main road Secondary road Minor road over 4m wide Minor road under 4m wide 	Urban Green urban Northings X axis Eastings Y axis	*(L.Ks1.2)* **Teaching concept:** That air pollution does affect us in Chesswood and to carry out a survey. **Key Vocabulary:** Air pollution, combustion. **Activities:** Children create a survey of the transport that goes past the school. Take them outside first (look through the gate) then they can watch the video. **Sticky Knowledge:** Can children identify what air pollution is? Can children carry out a survey to record what transport goes past the school? **Session 3**: WALT: Create a block graph for a set of results. **Embedding:** *map symbols*, *Passport (S.KS2.3)* **Teaching concept:** Children create a block graph for the results of the survey. Children then look at maps as chesswood road is a minor road (C) compared to Brighton road (A) https://roadtraffic.dft.gov.uk/#16/50.8135/-0.3762/basemap-countpoints **Key Vocabulary:** Block graph, OS map, Grid Reference **Activities:** Children create a block graph for the survey data. Children then explore maps looking at the local area. **Session 4**: WALT: understand the features of a capital city. **Embedding:** Settlement types (year 3). Location (year 3). Passport (L.Ks1.1) **Teaching concept:** Teach children what a capital city is and the features of a city. **Key Vocabulary:** Pollution, Air pollution, Health, vegetation, buildings, Transport, agriculture, waste, household, industrial, population, urban, green urban **Activities:** Spot the difference between a map of London and Worthing with the same scale. Children to pick out features. **Sticky Knowledge:** Can children recall key features of a city? Can children explain the differences between urban and green urban? Can children explain the size difference with a focus on population? **Session 5**: WALT: Compare maps to establish areas of high population and traffic. **Embedding:** *OS map language and symbols including the school area, settlement types*, *Passport (L.KS1.5 and L.KS2.3)* **Teaching concept:** Teach children about populated areas which may cause pollution. Compare Worthing and London street maps **Key Vocabulary:** Air pollution, Capital city, City, Population, Urban, London, Traffic, Air quality. **Activities:** Children complete worksheet on the comparison of Worthing and London. **Sticky Knowledge:** Can children identify key OS Symbols? Can children identify some differences and similarities between London and Worthing? **Session 6**: WALT: Compare maps of Worthing over time. **Embedding:** *location of Worthing on UK map, urban/rural areas*. *Passport (L.KS1.6)* **Teaching concept:** Children are looking at maps of Worthing over time and comparing them. **Key Vocabulary: :** Air pollution, Capital city, City, Population, Urban, London, Traffic, Air quality, Green Urban. **Activities:** Comparing maps of Worthing over time. Use digmaps for schools to show Worthing over time. (Map selector, ordinance survey: 1950s and 1890s)Username:BN112AA Password: kulged0987 **Session 7**: WALT: understand the importance of sustainability an urban area. **Embedding:** *OS map language and symbols including the school area, settlement types*, *Passport (L.KS1.5 and L.KS2.3)*

Year 3	Term: Spring 2	Unit:	Time: 6 hours + 2hours Field work		
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	Buildings – in large amounts, some of these gases can damage buildings. https://wordwall.net/resource/5517905/geography/regions-of-the-uk-year-3-4 https://wordwall.net/resource/32619994				**Teaching concept:** Explore how London and Copenhagen (Denmark) are taking steps to become more sustainable and compare these two cities. **Key Vocabulary:** Air pollution, Capital city, City, Population, Urban, London, Traffic, Air quality. **Activities:** Children compare the two cities and complete a table to show the similarities and differences. **Sticky Knowledge:** Can children identify how each country is trying to be sustainable? Can children compare both countries? Can children understand why it is important to be sustainable? **Session 8**: Assessment and WALT: be sustainable and stop air pollution. **Embedding:** *types of pollution* ***Passport (L.KS1.1 and S.KS2.3)*** **Teaching concept:** Share letter from Mr Jolley about his concerns regarding air pollution outside Chesswood. **Activities:** As Air Pollution Officer, pupils suggest what they could encourage pupils/parents from Chesswood to do to reduce air pollution in Chesswood – completing part 3 of the report with suggestions. **Sticky Knowledge:** **ASSESSMENT: Teacher to lead class through the flipchart. Pupils record answers in the back of their books.**

3.3. *We are Worldwide Travel Consultants*

Year 3	Term: Summer 1	Unit: We are Worldwide Travel Consultants		Time: 7.5 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To know the name and location of key European cities: Ireland, France, Russia, Italy, Greece, Norway, Sweden Denmark, Germany, Poland, Spain and Portugal	The world is divided into continents – Europe, Africa, North America, South America, Asia, Oceania, Antarctica. Mapping the world - BBC Bitesize Europe is a continent divided into 45 countries. Pupils will learn 12 of these countries and their location (and the UK!) Weather is temporary – minute by minute changes in the atmosphere (the air) Climate is over time – what the weather is like over a long period of time in specific area.	Aspirations – jobs/opportunities in Geography Sense of Place	Pupils will use globes and maps of Europe to locate the countries Use the contents to locate the countries of Europe To use climate maps to compare the England and Italy	Political map Northern Hemisphere North East West South Northeast Northwest South east South west Biome	**Session 1**: WALT: identify 12 countries in Europe. **Embedding:** Location of the world's continent Passport (L.KS1.1, Lks1.2 and L.KS1.4) **Teaching concept:** Children lean where they are in relation to Europe. **Key Vocabulary:** North, East, West, South, Northern Hemisphere, Northeast, Northwest, Southwest, South east. **Activities:** Children investigate countries in Europe ***https://wordwall.net/resource/13824594*** Children complete the great atlas race – using Atlas skills. Children need to find all 13 of the countries in Europe https://wordwall.net/resource/13824348 **Sticky Knowledge:** Can children find countries around Europe? Can children use the compass points to describe countries and their location from each other? Can children use a atlas to locate countries in Europe? Can children describe

Year 3	Term: Summer 1	Unit: We are Worldwide Travel Consultants	Time: 7.5 hours		
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**

To understand the difference between weather and climate

To know the 5 world climate zones

To know that there are 6 key biomes and to know each climate

To be able to compare a location in the temperate biome and in a Mediterranean biome (Italy and England)

Climate zones. These include polar, temperate, Mediterranean, desert and tropical.

A biome is a large region of Earth that has a certain climate (how warm and how much rain) and certain types of living things. . The plants and animals of each biome have traits that help them to survive in their particular biome.

A biome describes the animals and plants living in a large region of the Earth. It is dependent on the climate.

Comparison

Italy	England
Mediterranean climate	Temperate climate
Mediterranean biome	Temperate climate
Hotter temperatures	Cooler temperatures
Very mountainous (Alps to the north, Apennine)	Little mountainous areas; mainly Scotland and Wales
Tallest mountain: Mont Blanc at 4810m tall	Tallest mountain: Scarfell Pike at 978m
3 Active volcanoes	No 3 active volcanoes
River Po is the largest river in Italy	River Thames (largest river entirely in England)
1500 lakes	387 lakes
Capital City: Rome	Capital City: London
Includes largest islands in the Mediterranean Sea (Sicily and Sardinia)	Part of UK – England, Wales, Scotland and NI

People come to holiday in the UK because of the great views and scenery, interesting cities and towns, the history, the culture (including the pub, British dishes and

Climate
equator
weather

what a political map is?

Session 2: WALT: describe different climates.
Embedding: Continents and European countries.
Teaching concept: Children are introduced to the idea of a travel consultant. Different countries have different climates.
Key Vocabulary: Climate, Climate zone, Weather, atmosphere, holidays, equator, Tropic of Capricorn, Tropic of Cancer, artic and Antarctic circles.
Activities: Children label the lines for latitude and create a climate map. They match the correct statements to the correct place on the map. Children sort the client cards and suggest places that they may want to go based on their preference of climate.
Sticky Knowledge: Can the children explain what climate is? Can the children explain what climate different countries have? Can children explain the differences between different climates?

Session 3: WALT: describe different climates and biomes.
Embedding: Northern hemisphere, continents, climate zones, climate and weather.
Teaching concept: review what climate is. Pupils find out more about climate and biomes to identify which biome the 12 European countries have.
Key Vocabulary: biomes**,** Northern hemisphere, continents, climate zones, climate and weather.
Activities: Children match up heading, map extracts, ariel photographs and photographs based on their biome and climate.
Sticky Knowledge: Can children explain what a biome is? Can children identify what biome the 12 European countries have? Can children explain which countries are closer to the Equator? Can children imagine what the weather would be like in these countries? Can children explain what the weather may be like with countries closer to the Artic? Can children match up the key headings, map extracts, aerial photographs and photographs?

Session 4: WALT: describe what the biome would be like in the Mediterranean.
Embedding: biomes and climate zones of the UK, Spain, Italy
Teaching concept: Children look at an example of a Mediterranean country: Italy; and a temperate, England. They will need to compare these two countries based on the weather, climate, animals, plants plus the human and physical features. Teacher to model using the different maps to find out key information.
Key Vocabulary: biomes**,** Northern hemisphere, continents, climate zones, climate and weather.
Activities: Children complete comparison sheet on Italy and England using resources provided.
https://www.youtube.com/watch?v=CxXJrIuqOLg **(up to 1.20)**

https://www.youtube.com/watch?v=Lgky_SegXoM **(advertising video)**

https://www.youtube.com/watch?v=nsbthExJoDo

SEN: to stick in different pictures of Italy and write next to it how it is similar or different to England, and explain their ideas giving a reason.

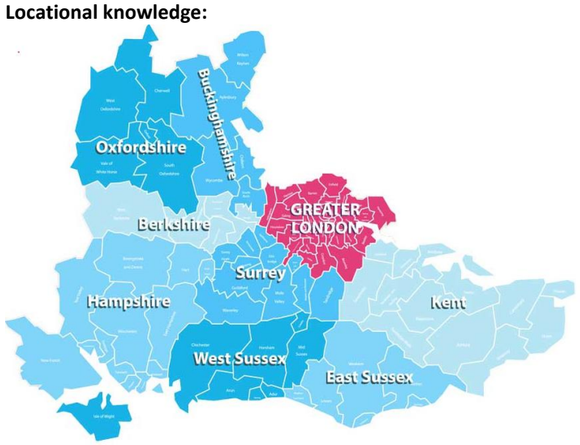
Year 3	Term: Summer 1	Unit: We are Worldwide Travel Consultants		Time: 7.5 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	traditions and Royal family) architecture and gardens.				Challenge: same as Expected, but they could have different maps including population, satellite and climate maps. **Sticky Knowledge:** Can children explain what a biome is? Can children explain what climate is? Can children identify the similarities and differences between England and Italy? **Session 5**: WALT: explore a different country. **Embedding:** countries of Europe (ensuring location of Italy known) Biomes and ecosytems of the UK and Italy. **Teaching concept:** Explore all the different ways to get to Italy https://www.rome2rio.com/map/England/Italy (have maps printed of the different routes from all airport and Eurostar and ferry) Pupils to note the routes, what countries travelled through and how long each journey takes). They then will explore Italy in general looking at physical and human features. They will look at the tourism industry with a focus on beaches as it is a Mediterranean climate. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk https://www.youtube.com/watch?v=jLgcah7bpl4 **Key Vocabulary:** biomes**,** Northern hemisphere, continents, climate zones, climate and weather. **Activities:** Children complete a fact file which includes name of country, continent, how you may get there, human and physical features, why a tourist may want to visit Italy) **Sticky Knowledge:** Can children explain the climate in a different country? Can children explain the ways that you can get to Italy? Can children identify key human and physical features in Italy? Can children explain tourist attractions in Italy? **Session 6**: WALT: describe different countries climate and features. **Embedding:** continents and oceans, difference between North America and USA What things are popular for tourists? **Teaching concept:** Children will explore three different places and the reason why tourists visit. England (cities and history), Italy (Beaches and tropical climate) and Alaska (Northern lights, glaciers, whale watching and cruises) VR England: Stone henge, cliffs of Dover, Devon rocky coast, Big Ben https://www.youtube.com/watch?v=RDn4VnYOT4U Alaska https://www.youtube.com/watch?v=FlRwssZYRM0 Italy Teacher to skip through those videos. **Key Vocabulary:** biomes**,** Northern hemisphere, continents, climate zones, climate and weather. **Activities:** Scenarios of people wanting to visit different countries. Children then watch the videos of the different places. We then have a larger focus on London and look at Big Ben. They can then look at google maps/earth, what is around Big Ben. Why might tourists go to visit? **Sticky Knowledge:** Can children explain the three different climates? Can children explain some of the tourist attractions within these countries? Can children identify human and physical geography in the locations? Can children

Year 3	Term: Summer 1	Unit: We are Worldwide Travel Consultants		Time: 7.5 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					explain why tourists may want to go to Big Ben? **Session 7**: WALT: understand the importance of sustainability within the tourism industry. **Embedding:** air pollution in cities from transport **Teaching concept:** Children need to have an understanding of how to be sustainable when travelling. There needs to be a focus in air pollution from transport and protecting the natural environment, resources and wildlife. Look at coastal area in Italy and link it back to Worthing beach. Look at the rubbish that can be left on the beach in the summer when there are more tourists. The impact of the rubbish in the environment in the sea. **Key Vocabulary:** biomes**,** Northern hemisphere, continents, climate zones, climate and weather. **Activities:** Litter pick around the school and think about what countries do to avoid as much litter (bin placement, litter picking days) https://www.neighbourly.com/project/5798b7a5c333bd1ff830035b https://www.broxap.com/blog/blog/prevention-litter-litter-bin-design-placement.html Children create a poster on how we could keep our school environment free from rubbish. **Sticky Knowledge:** Can children explain what sustainability is? Can children explain the importance of sustainability? Can children explain how tourists can affect the environment? **Session 8**: Recap key knowledge and assessment. **Teaching concept:** Children recap the key knowledge of the unit then complete the assessment. **ASSESSMENT: Teacher to lead class through the flipchart. Pupils record answers in the back of their books.**

4. Year 4 Geography (Knowledge, Concepts, Skills, Vocabulary)

4.1. *We are Food Distribution Managers*

Year 4	Term: Spring 1	Unit: We are Food Distribution Managers		Time: 7hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
Know that the food that we consume comes from lots of different places –	Food is a natural resource. A natural resource is something is something that is found in nature that can be used by living things.	Place Region Environment Interconnection Scale	**Geographical skills:** Atlas (Oxford Junior) – page 31 shows farms and forests. Children can look at the arable, dairy, hill and livestock. Using contents to find examples of local, national and global maps.	natural resource vegetation trade	**Session 1**: Where does our food come from? **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3), key countries of Europe (year 3) **Teaching concept:** Children understand what food distribution is. They need to understand that food is an natural resource and what

Year 4	Term: Spring 1	Unit: We are Food Distribution Managers		Time: 7hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
local, national and international Know that a natural resource is something that is found in nature that can be used by living things Know that when we buy and sell goods, it is called a trade link. Know that a food supply chain is….. Understand why we trade food globally	 Food distribution involves supplying (giving or selling) food to the population Trade means buying and selling things Scale is how much distance is covered – local, national and international or global. **Locational knowledge:**  Pupils will learn the key counties of the South East: West Sussex East Sussex, Kent Hampshire Surrey Greater London, Oxfordshire, Berkshire and Buckinghamshire. They will extend their knowledge of key regions to understand what the main produce is grown or reared there (e.g. the South East mainly grows apples, pears, milk, beef, lamb, pork, poultry, eggs and wheat). Pupils will study the benefits of buying local. Pupils will learn why we have to import from other areas of the		Pupils will be introduced to a world map, which shows the main type of food imported to the UK from various countries. Pupils will be introduced to biome, climate zone and vegetation belt maps to aid their understanding of why food is imported from different regions around the world. They will look at both 2D and 3D maps, to given them a stronger sense of place. **Scale** **Local, national and global maps** **Teacher shows 3D biome map**	export import scale distance local supply chain national supply chain global supply chain small scale counties south east medium scale UK land mass climate biome temperate forest biome import continent vegetation	a national resource is. Children can identify the different stages of a food supply chain and explain what trade is. **Key Vocabulary:** Supplying, natural resource, sell, trade link, supply chain. **Activities:** Children discuss their favourite foods. They then look at the 5 natural resources and discuss where the foods come from (vegetation/meat). Children then label a diagram of a supply chain. supply chain **Sticky Knowledge:** what is a natural resource? What are the types of natural resources? What is food distribution? What are the 6 points of the Food Supply Chain? What does a food distribution manager do? Can children order a supply chain? **Session 2**: WALT: understand where our food travels from **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3), key countries of Europe (year 3) **Teaching concept:** Children look at the farms and forest map (page 31 Oxford Junior Atlas) and gain a deeper understanding of livestock, hill, dairy and arable farming. They need to look at page 16 to understand the topography (physical features) of the land and how this relates to the type of farming. Children then can compete in an atlas race using the content page to find a local, national, and global map. **Key Vocabulary:** Supplying, natural resource, scale, distance, local supply chain, national supply chain, global supply chain, **Activities:** Children look at a different stage of supply chain. Children complete an atlas race to find an example of local, national and global map. Children sorts produce and maps into local, national and global. **Sticky knowledge:** what is trade? What is meant by local, national and global? **Session 3**: WALT: understand the local and national food supply chain. **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3), key countries of Europe (year 3) **Teaching concept:** Children look at a local supply chain (pears which are grown in Hampshire). They need to understand the different stages of the supply chain from the field to their plate. There may be links to the different types of farming and how that may impact the supply chain (remote hill farming may take longer to get to your plate Children understand what a national supply chain is with looking at different regions of England. They need to understand that it is a medium distance throughout the UK. Children need an example of a national supply chain (Meat from the North of England) and how that is transported down to the South. **Key Vocabulary:** Food distribution, natural resource, food supply chain, scales, local supply chains, small scale, counties, south east. **Activities:** Children recap key learning from last lesson with focus

Year 4	Term: Spring 1	Unit: We are Food Distribution Managers	Time: 7hrs		
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	UK – that we have limited space or land mass. Pupils will understand the difference between local, national and global supply chains, including the benefits and issues. Global imports occur as we cannot grow everything in the UK, due to space, and climate. Different areas with the same climate and vegetation are called BIOMES. Different crops are grown in different areas due to the climate they prefer – Norway – fish that like the cold water Greece – olives that like the hot weather Italy – tomatoes which need warm weather Spain – peppers which need warm climate.  **Place knowledge**: Pupils will compare the type of food grown in our biome in the UK to the type of food grown in various biomes around the world. They will link the climate to what can be grown there, and why we import and export food.  **Human and physical geography:** They will recap what **biome** the UK is in and what type of climate this has, and extend this to understand how that links to the plants and animals grown or reared in the UK, focusing on how this affects what food we can produce. In this way, they will understand that **climate zones**, **biomes** and **vegetation belts** are linked (link to Year 3 Science: requirements of life).				on small scale. Children match the counties in the south east region on a map (GAMIFICATON https://wordwall.net/resource/5580197/counties-of-the-south-east-yr-3-4). GAMIFICATION https://wordwall.net/resource/5517905/geography/regions-of-the-uk-year-3-4). Children look at the different supply chains and **Sticky Knowledge:** what is meant by a local supply chain? Can children identify counties in the south east? Can children give benefits to buying local? **Session 4**: WALT: understand the national food supply chain. **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3), key countries of Europe (year 3) **Teaching concept:** Children understand what a national supply chain is with looking at different regions of England. They need to understand that it is a medium distance throughout the UK. Children need an example of a national supply chain (Meat from the North of England) and how that is transported down to the South. **Key Vocabulary:** Food distribution, natural resource, food supply chain, scales, local supply chains, medium scale, national supply chain, UK, land mass. **Activities:** Children recap key learning from previous lessons and play game from last lesson. Children match the regions of the UK to the right place on the map for the national supply chain (GAMIFICATION https://wordwall.net/resource/5517905/geography/regions-of-the-uk-year-3-4). Children fill in the blanks from memory with the reasons that we cant always buy locally and then fill in the regions of the UK. **Sticky Knowledge:** Can children explain what a medium scale supply chain is? Can children identify regions of the UK? Can children explain why we can't always buy locally? **Session 5**: WALT: Understand the global food supply chain. (Europe) **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3) **Teaching concept:** Children understand what the global supply chain is in Europe. Children can explain why we trade food globally (biomes, climate and vegetation). Recap on hemispheres and equator (Artic and Antarctic). They need to recognise tropics of Cancer and Capricorn. They will build on their understanding of countries in Europe and South America. **Key Vocabulary:** Food distribution, natural resource, food supply chain, scales, local supply chains, national supply chain, global supply chain, climate, biome, temperate forest biome, import, continent, vegetation, land mass. **Activities:** Children recap prior learning through a quiz (GAMIFICATION https://wordwall.net/resource/7527219/we-are-

Year 4	Term: Spring 1	Unit: We are Food Distribution Managers		Time: 7hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	Pupils will understand that since we can only grow certain foods due to the climate in our biome and we only have a limited **land mass** for farmland, we need to import food from other countries. They will be introduced to the concept of **importing** and **exporting**. They will understand that trading globally is now possible due to increased technology and transport links. Pupils will then look at climate zones, biomes and vegetation belts on a global scale, to understand the different types of food that can grow in different climates. They will also look at the main food we import from key countries in Europe and South America and the main food that we export to countries around the world. They will understand that the food produced in the UK is traded on a scale from local, to national, to global, and that the buying and selling of food to different countries around the world forms an important global **trade link**. Look at the				food-distribution-managers-recap). Children explore the reasons why we have to buy globally: Climate, biome (https://media.hhmi.org/biointeractive/biomeviewer_web/index.html). ORACY – Builder – building ideas on why we import certain foods using the sentence starts as prompts. Children then read the fact cards that they have for countries in Europe and match them to the correct spot on the map andwrite some reasons why we buy food globally using key words. EXT: use previous knowledge. **Sticky knowledge:** Can children explain what a large scale supply chain is? Can children identify some negatives to buying globally? Can children explain why we buy things globally, with reference to climate, biomes? Can children explain the different environmental factors for other countries and explain how this affects the supply chain? Can children identify some countries in Europe and what they supply the world?. **Session 6**: WALT: Understand the global food supply chain (South America) **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3) **Teaching concept:** Children understand what the global supply chain is in Europe. Children can explain why we trade food globally (biomes, climate and vegetation). **Key Vocabulary:** Food distribution, natural resource, food supply chain, scales, local supply chains, national supply chain, global supply chain, climate, biome, temperate forest biome, import, continent, vegetation, land mass, equator, hemisphere, **Activities:** Children recap key knowledge from previous lesson. Children identify the different parts of the global map (equator, southern hemisphere, northern hemisphere). Children read the fact cards that they have for countries in Europe and match them to the correct spot on the map. ORACY – pupils repeat the exercise from Lesson 5, using south American countries. **Sticky Knowledge:** Can children explain what a large scale supply chain is? Can children identify some negatives to buying globally? Can children explain why we buy things globally, with reference to climate, biomes? Can children explain the different environmental factors for other countries and explain how this affects the supply chain? Can children identify some countries in South America and what they supply the world?. **ASSESSMENT: APPLICATION (DG) Pupils use the same practice as last lesson to match the fact cards with the correct country. GD check – explanation of why the different vegetation grows better in different areas.** Children will begin to understand why buying locally is beneficial. Looking at that there is less food miles, more money for shops and less preservatives which is better for your health.

Year 4	Term: Spring 1	Unit: We are Food Distribution Managers		Time: 7hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					Session 7: Recap and assessment **Embedding:** Countries of the UK (year 3), Biomes and climate (year 3) **Teaching concept:** Children recap their learning and complete assessment. **Activities:** Children recap key learning through gamification and missing word activities. **ASSESSMENT: Teacher to lead class through the flipchart. Pupils record answers in the back of their books.** **GD – question 11 (explain why we import one of the good we do)**

4.2. *We are Business Development Managers*

Year 4	Term: Spring 1	Unit: We are Business Development Managers		Time: 5hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To know that minerals are an natural resources. Natural resources are distributed unevenly. To know that mobile phones use a large number of minerals which are imported from many countries. To know how to be sustainable with non-renewable natural resources	Recap the key countries from Europe and South America learnt so far : UK, Ireland, France, Russia, Italy, Greece, Norway, Sweden, Denmark, Iceland Germany, Poland, Spain, Portugal, Peru, Chile and Colombia Lean new countries: Brazil, Argentina, Venezuela, Paraguay, USA, Canada, Mexico and Cuba. When the children are learning the location, use hemispheres, equator, longitude, latitude and the tropics to aid the children understanding of place. Pupils will locate the countries involved in the global supply chain of mobile phones, looking at the physical features needed for each stage of production. Place knowledge will come from what minerals are exported from different places to make the phone. Building on their knowledge of **economic activity and trade links** from the previous unit, pupils will develop an understanding of **trade links** outside of the food industry (mineerlas). They will understand that trade is the buying and selling of goods and services that we want and need, and this extends to a multitude of different things. They will recap the scale of trade to understand that, like food, goods are bought and sold on a local, national and global scale. They will understand that trade has existed since the beginning of civilisation, starting at a local level, with only resources found nearby. They will link this to their understanding of how settlements have changed over time in year 3, to understand that trade increased once villages and towns began to develop.		**Geographical skills:** Pupils will be introduced to the ONS world map, which tells you what the UK's top 5 imports and exports are to every country in the world. Pupils will use these to recap the key world countries learnt, extending their knowledge to get an idea of what goods we import and export to and from those countries. Pupils will also be introduced to world map of every country's biggest exports. They will pinpoint the key countries learnt on the map and ascertain whether it is a raw or manufactured material (I.e. where it falls on the global supply chain). They will notice that countries in Europe tend to export manufactured goods, whereas countries in the North and South America tend to export raw materials. They will link this to the biomes in these areas where possible. At this stage, children only need a superficial understanding of 'petroleum', as this will be taught in more depth in the next unit. Pupils will develop their map skills using Google Maps, to pinpoint the different locations along the global supply chain of a mobile phone. The production regions should focus on a place in Europe and North or South America, where possible. **Scale** **Grid references – longitude and latitude** **Pupils use exports map**		**Session 1**: WALT: Understand how and why trade has become global **Embedding:** We are town planners (Settlements Y3), We are Food distribution managers (Y4 Autumn). **Teaching concept:** Children need to understand how globalisation has occurred and why we trade globally. **Key Vocabulary:** Trade, Business managers, supply chains, Local scale, National scale, Global scale, globalisation **Activities:** Children recap the key learning from the previous unit. Children are taught about why we trade globally. Children then have to cut out reasons of how and why we trade globally and sort them onto a sheet. Extension: Write a paragraph about how globalisation has occurred and why we trade globally. **Sticky knowledge:** Can children recall what globalisation? Can children explain why globalisation has occurred? Can children explain why we trade globally? Can children give examples of things we may trade globally? **Session 2**: WALT: Understand how minerals are distributed and why they are traded. **Embedding:** We are town planners (Settlements Y3), We are worldwide travel consultants (cities in Europe Y3), We are Food distribution managers (Y4 Autumn). **Teaching concept:** Children need to understand the distribution of minerals and why minerals are traded. **Key Vocabulary:** Globalisation, natural resource, mineral, trade **Activities:** Children recap key points from previous lesson: What is globalisation, how it has occurred and why do we trade globally. Children learn about key minerals: iron, gold, diamond, emerald, gypsum, magnetite. Children locate key countries (GAMIFICATION: https://wordwall.net/resource/16661017/geography/where-in-

Year 4	Term: Spring 1	Unit: We are Business Development Managers		Time: 5hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	Since then, globalisation has occurred, and we trade on a global scale. Pupils will link this to the previous unit, understanding that different climate zones and limited land mass mean we cannot produce everything, and modern transport has enabled global trade to occur. Pupils will be introduced to the global supply chain, understanding that the products we buy go from raw materials, which are processed and then distributed to different shops for the consumer to buy. They will focus in on the supply chain of mobile phones, understanding that different stages of the supply chain often occur around the world (see map skills). They will primarily focus on the **distribution of minerals** when looking at the raw materials stage of mobile phone production. Pupils will recap the impact of importing and exporting food on the environment and apply this to importing and exporting in general. They will consider the trade-off between buying local and trading globally, considering the impact on the environment. Following on from the previous unit, they will also consider the trade-off between paying more for fair trade products and less for non-fair-trade products.		https://wordwall.net/resource/32619380/year-4-we-are-business-managers-supply-chain		europe-and-north-and-south-america-can-we) Children label the countries in Europe, North and South America where they can source minerals from. They need to include the country name and continent. **Sticky knowledge:** Can children recall key knowledge from previous lesson? Can children explain and identify a natural resource? Can children explain what a mineral is? Can children explain why minerals are traded? Can children identify some countries and the minerals that are traded from them? **Session 3**: WALT: understand the global supply chain **Embedding:** We are town planners (Settlements Y3), We are worldwide travel consultants (cities in Europe Y3), We are Food distribution managers (Y4 Autumn). **Teaching concept:** Children need to understand what a global supply chain is. **Key Vocabulary:** Supply chain, manufactured goods, raw materials, supplier, distribution, manufacturing, customer, consumer **Activities:** Children recap the key knowledge so far (GAMIFICATION: https://wordwall.net/resource/17652269/geography/midpoint-business-managers-recap). Children look at case study of the supply chain of mobile phones. Children cut out each part of the supply chain and stick it in the right order in your book. Extension: Play the recap game to recap key knowledge. **Sticky Knowledge:** Can children recall what a supply chain is? Can children identify a global supply chain? Can children identify the different stages of a global supply chain? **Session 4**: WALT: Understand importing and exporting in the UK. **Embedding:** We are town planners (Settlements Y3), We are worldwide travel consultants (cities in Europe Y3), We are Food distribution managers (Y4 Autumn). **Teaching concept:** Children need to understand what importing and exporting is and its relation to the UK. **Key Vocabulary:** Manufactured goods, supply chain, importing, exporting, **Activities:** IPADS NEEDED Children stick in a map of the UK and draw and arrow going in with the definition of import, and an arrow going out with the definition of export. Children model how to use the website (https://www.ons.gov.uk/visualisations/dvc1171/worldmap/index.html) children then use the Ipads and research. They need to form the biggest imports and exports from different countries and record them on a table. Extension: Find the biggest imports and exports from countries of their choice. **Sticky knowledge:** Can children explain what import and export means? Can children identify some of the largest imports and exports from different countries? Can children identify what is the largest export from the UK is and where it would be in the supply

Year 4	Term: Spring 1	Unit: We are Business Development Managers		Time: 5hrs	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					chain? Can children explain why the UK tends to export manufactured goods, rather then raw materials? **Session 5**: Recap key knowledge and assessment. **Embedding:** We are town planners (Settlements Y3), We are worldwide travel consultants (cities in Europe Y3), We are Food distribution managers (Y4 Autumn). **Teaching concept:** Children recap the key knowledge of the unit then complete the assessment. **ASSESSMENT: Teacher to lead class through the flipchart. Pupils record answers in the back of their books.** **GD – question 11 (explain why we import one of the good we do**

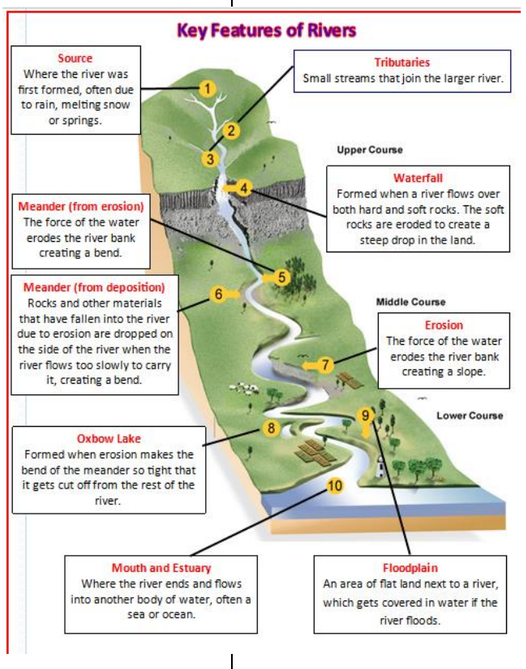
4.3. *We are Energy Policy Advisors*

Year 4	Term: Summer 2	Unit: We are Energy Policy Advisors		Time: 8hrs (Including trip 2.5hrs)	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
Identify different regions of the UK Understand that energy is a natural resource Explore what type of energy is used throughout the UK	**Locational knowledge:** Building on their knowledge of UK regions, Pupils will ascertain which regions in the UK have capacity for different types of energy, linking this to the physical features of those regions (see map skills). They will understand the different types of energy that is used to power the UK, and whether this is renewable or non-renewable. They will also recap the location of the following key countries and deepen their knowledge of the human and physical features, in relation to energy. They will locate the key countries whose largest export is petroleum (Norway, Sweden, Russia, Portugal, Greece, USA, Canada, Venezuela). Iceland, Europe – 100% renewable energy Pupils will deepen their understanding of renewable energy by focusing on Iceland, where 87% of electricity comes from hydropower, and 13% comes from geothermal power. They will link this to the key physical features of Iceland (the glacier and mountains work well for hydro power; and the volcanic landscape allow for geothermal power). Paraguay, South America – 100% renewable energy **Place Knowledge:** Pupils will compare the energy distribution in the UK to Iceland and Paraguay, linking the energy capacity to the physical features of each location. They will consider whether the UK has the physical features needed to use 100% renewable energy in		**Geographical Skills:** Pupils will be introduced to maps of the UK that show: • The UK's hydro, wind and solar capacity • The UK's nuclear, coal and gas capacity They will link the distribution of renewable energy to the physical features of different regions in the UK (e.g. windfarms are mostly found on coastlines and higher ground, where there are stronger wind speeds; hydroelectric energy is limited to Scotland and Wales, where there is more rainfall and it is more sparsely populated, so it is easier to build dams; and solar energy is mostly limited to the South, where there is more sun). They will do the same for non-renewable energy (e.g. nuclear sites are on the coast, because they need access to plentiful supplies of cooling water). Pupils will revisit the world map of the World's largest exports from the previous units, focusing on the key countries whose key exports are energy. They will notice that there is a large volume of countries whose top export is petroleum and consider why that may be. **Fieldtrip – Rampion Wind Farm Visitor Centre and i360, Brighton** Introduction Wind turbine parts and workings	Power Hydro Wind Solar Windfarms Nuclear Coal Gas Coastlines Hydro-electric Dams Solar energy Renewable Non-renewable. Petroleum	**Session 1**: WALT: understand the different type of regions in the UK and what power can come from them. **Embedding:** Regions of the UK, Land use patterns in the UK (Y3), Settlements (Y3) **Teaching concept:** Look at different regions in the UK and what power we get from each region. **Key Vocabulary:** Regions of the UK, Power, Hydro, Wind, Solar, Nuclear, Coal, Gas, Windfarms, Coastlines, Hydro electric, Dams, Solar Energy. **Activities:** Children use a map of the UK and label what energy comes from each of the sections. **Sticky Knowledge:** Can children understand what power comes from the different regions of the UK? Can children identify different types of power? **Session 2**: WALT: Understand different types of energy that the UK uses, and their impact. **Embedding:** Regions of the UK, Land use patterns in the UK (Y3), Settlements (Y3) **Teaching concept:** Children to look in depth at energy that the UK uses and whether the energy is renewable or non-renewable. **Key Vocabulary:** Power, Hydro, Wind, Solar, Nuclear, Coal, Gas, Windfarms, Coastlines, Hydro electric, Dams, Solar Energy. **Activities:** Children look at the impacts of using fossil fuels as an energy provider and order them based on their own opinions. **Sticky Knowledge:** Can children understand the impact of using fossil fuels on the environment? Can children understand the importance of sustainability of energy resources? Can children order the impacts and explain why they have put it in that order?

Year 4	Term: Summer 2	Unit: We are Energy Policy Advisors		Time: 8hrs (Including trip 2.5hrs)	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	the future. Comparisons at this stage are aimed to set the children up to make a major comparison of a region in the UK, Europe and North or South America in year 6. **Human and physical geography**: Building on their understanding of trade links and economic activity from the previous two units, pupils will now deepen this knowledge to include the **distribution of energy.** They will understand that energy, like food and cotton, is a **natural resource**. They will understand what energy is and consider all the different technology that they use that requires energy to power it. Pupils will understand the difference between renewable and non-renewable energy. They will learn about hydro, wind, solar and geothermal energy as renewable energy sources, and nuclear, coal, gas and petroleum as non-renewable energy sources. They will understand that petroleum is a **mineral**. They will understand that renewable energy is sustainable, but non-renewable energy is not. They will link the key physical features needed for each type of energy production. Pupils will consider the impact of non-renewable energy on the environment and link the burning of fossil fuels to climate change (link to knowledge of fossils from year 3 Science). They will look at Iceland, who use 100% renewable energy, and compare that to the energy distribution in the UK.		Measuring wind speed and direction		**Session 3: WALT** consider the advantages and disadvantages of renewable energy. **Embedding:** natural resources, regions of UK **Teaching concept:** Children consider the disadvantages as well as the advantages of using renewable energy. **Key Vocabulary** - Power, Hydro, Wind, Solar, Nuclear, Coal, Gas, Windfarms, Coastlines, Hydroelectric, Dams, Solar Energy, renewable. Activities: pupils arrange the statements into advantages and disadvantages **Sticky Knowledge:** Can pupils explain a few reasons why renewable energy is good and bad? **Session 4**: WALT: discover countries that are using renewable energy. **Embedding:** Regions of the UK, Land use patterns in the UK (Y3), Settlements (Y3) **Teaching concept:** Children look at Iceland as they are countries that use 100% renewable energy. **Key Vocabulary:** Power, Hydro, Wind, Solar, Nuclear, Coal, Gas, Windfarms, Coastlines, Hydroelectric, Dams, Solar Energy, renewable. **Activities:** Match the type of renewable energy to the physical features that is needed. **Sticky Knowledge:** Can children identify a country that uses renewable energy? Can children explain what sustainability is? Can children explain what renewable energy is and a type? Can children explain the physical features you need to be able to have the renewable energy? **Session 5**: WALT: understand the impact of the use of energy on global warming. **Embedding:** Regions of the UK, Land use patterns in the UK (Y3), Settlements (Y3) **Teaching concept:** Children compare the UK and Iceland and look at the impact of global warming. **Key Vocabulary:** Power, Hydro, Wind, Solar, Nuclear, Coal, Gas, Windfarms, Coastlines, Hydroelectric, Dams, Solar Energy, renewable, sustainability. **Activities:** **Sticky Knowledge:**

5. Year 5 Geography (Knowledge, Concepts, Skills, Vocabulary)

5.1. *We are River Guides.*

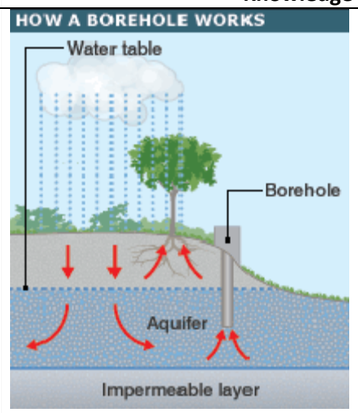
Year 5	Term: Autumn	Unit: We are River Guides		Time: 8hrs (including trip 2.5hrs)	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To know the parts of the water cycle to include rivers To know the key rivers within the UK – longest in each country and the major town/city passed through. To be able to identify the 3 courses of the river (upper. Middle and lower) To know the key physical and human features of rivers To recognise that flooding can occur with rivers To know that the River Adur is a tidal river and recognise areas liable to flooding and defences put in place.	**River Severn** • Longest river in the UK (353 km) • Major city: Bristol, Gloucestershire • ~~Regions: Wales, West Midlands, South West~~ • Countries: Wales and England **River Thames** • Second longest river in the UK (345 km) • Major city: London, Greater London • Regions: London and the South East • Country: England **River Trent** • Third longest river in the UK (298 km) • Major city: Nottingham, Nottinghamshire • ~~Regions: West Midlands, East Midlands, Yorkshire & Humber~~ • Country: England **River Tay** • Longest river in Scotland (188 km) • Major city: Dundee, Angus • ~~Region: Scotland~~ • Country: Scotland **River Bann** • Longest river in Northern Ireland (129 km) • Major town: Coleraine, Londonderry • ~~Region: Northern Ireland~~ • Country: Northern Ireland Flooding: Flooding of a river can occur in two ways: 1) A river bursting its banks 2) Tidal (at the coast, a high tide can cause water to flow from the sea, up the channel of the river)	Sense of place – what are the longest rivers in the UK? Whereabouts are they located (country; region; country)? What major cities to they flow through (note: the Bann doesn't flow through any major cities  	Locating the key UK rivers in an Atlas Locating the key UK rivers on a map Use of OS maps for River Adur human and physical features. Sketch map drawing of river walk	Water Cycle Condensation Evaporation Precipitation Run-off Underground water spring source upper course middle course lower course channel erosion deposition v-shaped valley waterfall tributaries meander oxbow lake estuary mouth flooding floodplain flood defence port heavy industry	**Session 1**: WALT: Name and locate key rivers in the UK **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children can identify the major rivers of the United Kingdom. **Key Vocabulary:** British isles, United kingdom, Capital cities, River Severn, River Thames, River Trent, River Tay, River Bann. **Activities:** Children look at atlas and identify key rivers within it, talk about the most appropriate map to find the rivers. Children then identify the key rivers in the UK on a map. Finally the children complete quiz (GAMIFICATION: https://wordwall.net/resource/2491563/year-5-locate-key-uk-rivers https://wordwall.net/resource/2491751/year-5-locate-key-uk-rivers-using-major-cities) **Key Questions:** Can children identify the different countries that make up the British isles? Can children identify the capital cities that make up the UK? Can children identify the major rivers of the UK? **Session 2**: WALT: Create a model to explain the water cycle **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children understand the stages of the water cycle and how rivers are formed. **Key Vocabulary:** Water cycle, condensation, evaporation, precipitation, run-off, underground water. **Activities:** Children recap their learning from the previous lesson. Children are given a list of the parts of the water cycle, when watching the video, they tick off the key vocabulary when they hear it. They then listen to the video again and put the parts in order. Children need to complete a blank water cycle and then test each other once complete. **Key Questions:** Can children identify the different parts of the water cycle? Can children discuss how humans use rivers? **Session 3**: WALT: describe the physical and human features of the upper course of a river.

Year 5	Term: Autumn	Unit: We are River Guides		Time: 8hrs (including trip 2.5hrs)	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
			The Upper Course The first stage of a river **Common Physical Features** River flows quickly, waterfalls form, v-shaped valleys, steep slopes, poor soil, colder weather **Common Human Features** Land around it is often used for pastoral farming as the soil, slopes and weather make it difficult for crops to grow. Hydroelectric energy is generated due to fast flow. Tourists visit due to waterfalls and white water rafting. **The Middle Course** The second stage of a river **Common Physical Features** River flows more slowly, meanders form, flatter land, flooding may occur, fertile soil, better weather **Common Human Features** Mixture of dairy and arable farming due to better weather, soil and gentler slopes. Tourists often stay in B&Bs here as there is good transport links to the upper and lower course. **The Lower Course** The final stage of a river **Common Physical Features** River flows slowly and smoothly, very flat land, better weather, floodplain, estuary, mouth **Common Human Features** Mixture of dairy and arable farming due to good weather, soil, flat land and ease of selling produce to nearby settlements. Heavy industry may exist on floodplain as flat land is needed and goods are easily transported to ports.		**Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children can identify the key parts of the upper course of a river. **Key Vocabulary:** Spring, source, upper course, run-off, underground water, tributaries, **Activities:** Children recap their learning from the previous lessons. Children write down all they can remember from the videos and teacher input using the diagrams and key words to prompt them. **Key Questions:** Can children explain the two parts of the water cycle hich creates a river? Can children explain the upper course of a river? Can children define the key words for the upper course of the river? **Session 4**: WALT: describe the physical and human features of the middle and lower course of the river. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children can identify the key parts of the middle and lower course of a river. **Key Vocabulary:** middle course, lower course, channel, erosion, deposition, v-shaped valley, waterfall, tributaries, meander, oxbow lake, estuary, Mouth, flooding, floodplain, flood defence, port, heavy industry **Activities:** Children recap their learning from the previous lessons. Children write down all they can remember from the videos and teacher input using the diagrams and key words to prompt them. Children explore how ox-bow lakes are formed. **Key Questions:** Can children identify the main parts of the middle and lower course of the river? Can children explain what the key vocabulary means? Can children explain how Ox-bow lakes are formed? **Session 5**: WALT: describe the physical and human features of the River Adur with a focus on flooding. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children understand the physical and human features of the river. **Key Vocabulary:** Lower course, flooding, River Adur, grid reference, human features, physical features. **Activities:** Children recap the lower course of the river. Children explore OS map to find the course of

Year 5	Term: Autumn	Unit: We are River Guides		Time: 8hrs (including trip 2.5hrs)	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					the river Adur (recap grip references). Children then identify human and physical features of the river on the OS map. **Key Questions:** **Session 6**: WALT: draw a sketch map of the River Adur **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Teaching concept:** Children complete a sketch map of the River Adur. **Key Vocabulary:** River Adur, OS map, Human features, Physical features. **Activities:** Children use the OS map to draw a sketch map of the area of the river that they are going to visit in the school trip. **Key Questions:** Can children identify human and physical features around the river Adur? Can children draw a map of the river Adur? **Session 7**: River Adur fieldwork **Session 8**: Recap key knowledge and assessment. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4) **Activities:** Children recap key knowledge of the unit and then complete assessment.

5.2. *We are Water Engineers*

Year 5	Term: Spring 1	Unit:		Time:	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
to know that water is a natural resource To know where our drinking water comes from To know where our waste water goes to	Natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive. Water is a natural resource. Natural resources - BBC Bitesize Drinking water : Making water safe to drink (southernwater.co.uk) Water from groundwater is already of a high quality because it has been filtered through chalk or sand. Worthing gets 98% of its drinking water from boreholes.	Sense of Place Aspirations	•	Water cycle Natural process Physical geography Human geography	**Session 1**: WALT: understand where our water comes from using the water cycle. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4), We are River Guides (Water cycle Y5). **Teaching concept:** Children understand the water cycle and can identify physical and human geography around rivers. **Key Vocabulary:** Water cycle, condensation, evaporation, precipitation, run-off, underground water, Water treatment works, Water distribution, Water use, Treating Sewage. **Activities:** Children recap the water cycle then mindmap their initial ideas on how we use water.

Year 5	Term: Spring 1	Unit:		Time:	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	 An aquifer is an underground layer where the material contains water. Sewage and waste water: Dealing with wastewater (southernwater.co.uk) The wastewater process (southernwater.co.uk) Sustainability: You can to help save water by: • Taking showers instead of baths. • Turning the tap off when you brush your teeth. • Leaving a jug of water in the fridge to avoid running the tap until it turns cold. • Washing vegetables in a bowl instead of under a tap. •				Children draw the water cycle and how we use it, into their books. Children then gather key information about groundwater, river and reservoir. **Sticky Knowledge:** Can children identify what a Water Supply Engineer is? Can children identify the different parts of the water cycle and how we use it? Can children explain how groundwater, rivers and reservoirs source our water? **Session 2**: WALT: understand how water is treated and distributed in the South East. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4), We are River Guides (Water cycle Y5). **Teaching concept:** Children understand how water is treated and distributed. **Key Vocabulary:** Water cycle, water plant, maps, borehole, small scale, large scale **Activities:** Children recap knowledge from last lesson (GAMIFICATION: https://wordwall.net/resource/8935817/geography/chesswood-yr5-spring1-our-water). Children look for two places and work out the distance between two points on a map. Children look at different points using grid references. **Sticky Knowledge:** Can children identify key points on a map? Can children explain what happens once the water goes into the treatment plant? Can children identify reservoirs that water comes from? **Session 3**: WALT: understand how wastewater and sewage is treated. **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4), We are River Guides (Water cycle Y5). **Teaching concept:** Children understand how wastewater and sewage is treated. **Key Vocabulary:** wastewater, sewage and water treatment. **Activities:** Children watch the video and jot down as much information as they can on a mind map. They then watch it again and build on those notes. Children then talk about what method of cleaning water is best. **Sticky knowledge:** Can children understand and identify the key points of dealing with waste water? Can children identify the four main sections of dealing with wastewater? Can children understand the

Year 5	Term: Spring 1	Unit:		Time:	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					process of dealing with water? **Session 4**: WALT: understand the importance of saving water and how we can be sustainable with our water **Embedding:** We are town planners (British isles, Great Britain and UK, Countries and capital cities Y3). We are Food Distribution Managers (Regions of the UK Y4), We are River Guides (Water cycle Y5). **Teaching concept:** Children understand the importance of saving water and sustainably. **Key Vocabulary:** drought **Activities:** Children create a poster to explain the importance of saving water and sustainability. **Sticky knowledge:** Can children explain what happens when temperatures increase and there is less rainfall, what could happen? Can children identify some ways in which we can save water? **Lesson 5 Assessment** – Teachers to go through sticky knowledge flipchat then go through assessment. Children to complete their assessment in the back of their books.

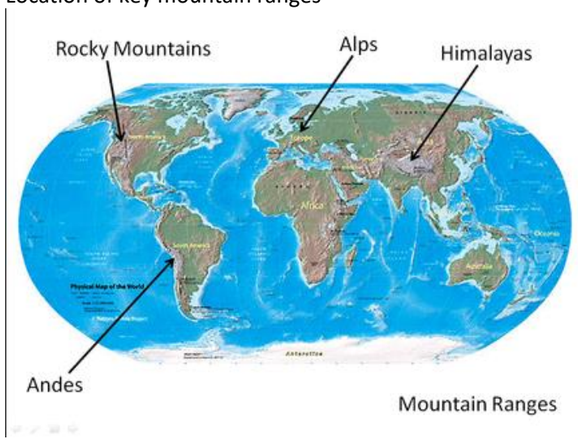
5.3. *We are Anthropologists*

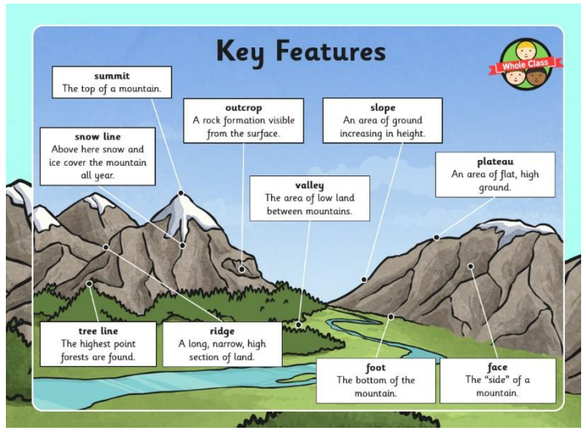
Year 5	Term: Summer 1	Unit:		Time: 7 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	• Why are rivers important? (primaryhomeworkhelp.co.uk)		•		1 EMBED: river features, rivers in the UK How are rivers used? Watch the video: https://www.bbc.co.uk/teach/class-clips-video/living-next-to-rivers-belfast-and-pune/zh8fbdm List ways river have been used. **Session 1**: WALT: understand the importance of rivers to humans. **Embedding:** The continents (KS1),The key rivers in the UK (Year 5),The key features of rivers (Year 5), What biomes and climate are (Year 3 and 4), What settlements and land use is (Year 3 and 4), What energy and minerals are (Year 4), The different types of farming (Year 4), What an aquifer is (Year 5) **Teaching concept:** Children to learn the importance of rivers to humans. **Key Vocabulary:** **Activities:**

Year 5	Term: Summer 1	Unit:			Time: 7 hours
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
					Sticky knowledge: 2 EMBED: 3 4 5 6 7

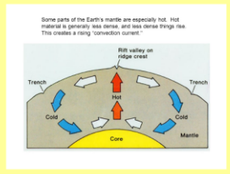
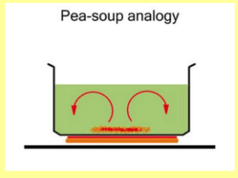
6. Year 6 Geography Units (Knowledge, Concepts, Skills, Vocabulary)

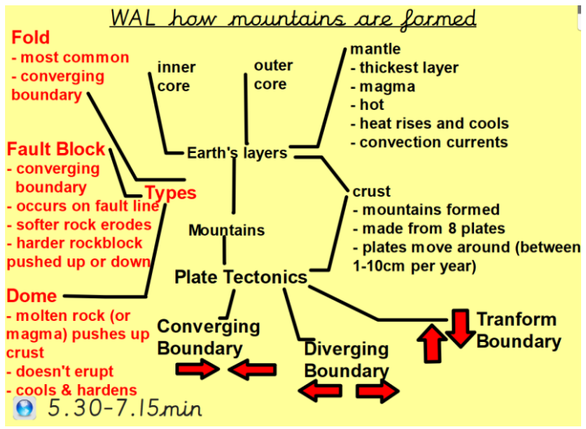
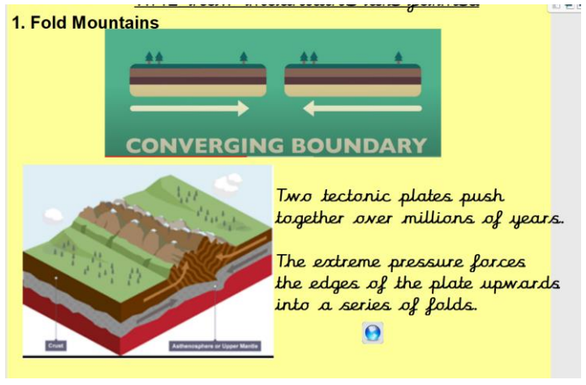
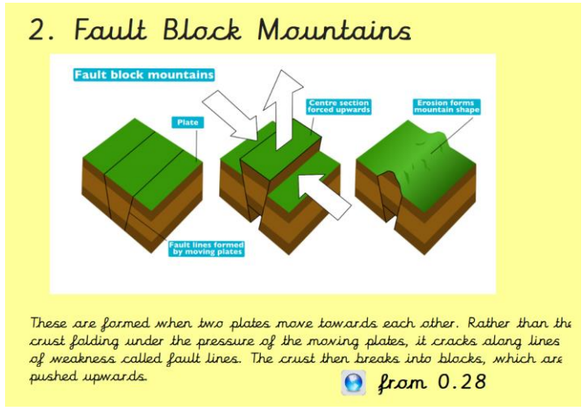
6.1. *Autumn – We are Geologists*

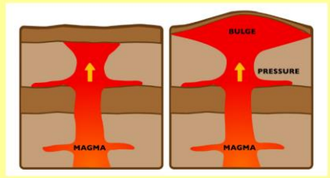
Year 6	Term:	Unit: Mountains			Time: 8 hours (+2.5 hours fieldtrip BRISTOL)
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To identify the key features of a mountain range Locate mountain ranges of the world To describe and understand key aspects of the mountain biome – climate, rivers, water cycle, vegetation belt To 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 in the context of mountain tourism.	A mountain is a landform, normally with steep sides, which rises high above the surrounding area. Mountains are taller than hills. In the UK, a mountain has to be at least 610m (2000 feet) high. Plants are usually scarer on mountains than on hills. Pupils know the location of the Grampian Mountains, Pennine Mountains, Cotwold and Chiltern Hills and the South Downs Location of key mountain ranges  Mountains are often found in groups called ranges. Mount Everest is a mountain in the Himalayas. The Himalayas are scarcely populated where the climate is harsh. More people live on the lower slopes where they support themselves by growing crops and raising animals Tea is famously grown in the Darjelling area. Mountain climbers climbed the highest peaks in the 1900s. In 1953, Edward Hillary and Sherpa Tenzing reached the summit of Mount Everest. Tourism is very popular and brings both good and bad. Negative impact – deforestation, degradation of trails, pollution including water and litter, habitat loss, removal of plants. Positive impact – health care, education, electricity and	Sense of Place Aspirations	Draw a labelled field sketch using a photograph.  	Topographical Elevation Landform Summit Outcrop Slope Valley Plateau Foot Face Treeline Snow line Ridge Mountain Range Latitude Longitude Climate weather	LESSONS ARE 1.5 HOURS LONG 1. What is the difference between a mountain and a hill? Embed – physical and human features Teaching concept – for pupils to start to draw on their own knowledge to draw conclusions about the features of mountain Key vocabulary: Topographical , Elevation, landform Activities – pupils use photographs to decided whether the feature is a mountain or hill. Practicing oracy allows pupils to explain their thoughts and add to or disagree with others thoughts. Pupils revisit (Year 4) a topographical map and see how colour can be used to show elevation. Pupils use their knowledge so far to draw a quick sketch of a mountain and look at videos of Mount Roraima that shows that not all mountains have the stereotypical shape. Sticky Knowledge: can pupils explain the meaning of the key words topographical, elevation and landform? Can pupils explain the differences in hills and mountains? Can pupils locate the key mountain ranges and hills in the UK? 2. what are the features of mountain ranges? **EMBED:** features of rivers, location of Grampian and Pennine mountains and Chiltern and Cotswold Hills and South Downs **Teaching concept: p**upils to explore the features of mountains and identify them Key Vocabulary: summit, snowline, slope, valley, plateau, treeline, ridge, foot, face Activities: label photograph, wordwall game labelling photograph, draw and label and field sketch of a mountain Sticky Knowledge: can pupils identify the features of mountains? 3. Where are the key mountain ranges in the world **EMBED: features of river and mountains, location of Grampian and Pennine mountains and Chiltern and Cotswold Hills and South Downs** **Teaching Concept: pupils to use lines of latitude and**

Year 6	Term:	Unit: Mountains			Time: 8 hours (+2.5 hours fieldtrip BRISTOL)
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	wealth.  				**longitude to locate key mountain ranges** **Key vocabulary: latitude, longitude** Activity 1 - what is latitude and longitude Latitude and longitude - BBC Bitesize Activity 2 - use the lines of latitude and longitude to find the location of the major mountain range of the world and label on world map. Sticky knowledge: location of Rocky Mountains, Alps, Himalayas, Andes 4. What is it like in the Himalayas compared to Worthing? EMBED: continents. location of mountain ranges. Teaching concept: understand what it is like in the Himalayas – climate, topography Key Vocabulary: climate, weather Activity: pupils collect data regarding both Worthing and Lobuja. They consider if the weather is typical for the area today and summarise the climate. Sticky knowledge: Can pupils tell that the climate is a average weather over 30 years? 5 Why do people visit/live in the mountains? EMBED: location and features of mountains, weather and climate. What is it like in the Himalayas? Key Vocabulary: Activity: complete the worksheet about people in the Himalayas Discuss whether tourists are a good thing. Watch video and collect good and bad impacts. Sticky knowledge: can pupils give reasons why tourism is a good or bad thing in the Himlayans?

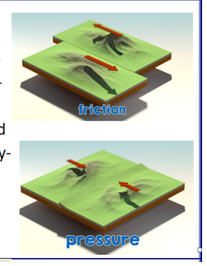
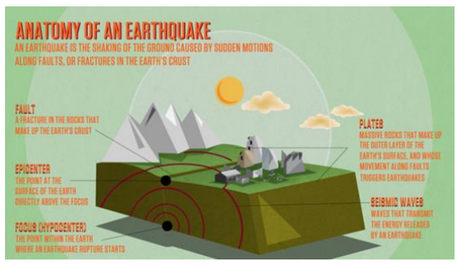
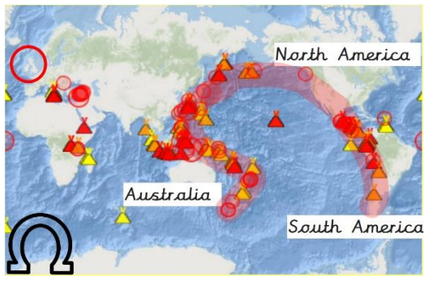
6.2. *We are Volcanologists*

Year 6	Term: Spring	Unit: Volcanoes and Mountains			Time: 8
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To investigate how the structure of the earth has led to the formation of mountains To explore the formation of volcanoes To analyse the positive and negatives with living near a mountain and volcano To evaluate the provisions put in place for those living near volcanoes	Earth structure – earth's crust is not one smooth unbroken covering but is made up of different sections called plates. These plates are constantly and slowly moving. Movement is caused by the convection currents in the mantle – heat rises and falls throughout the molten rocks that compost the mantle. As the magma moves so to the plates above. This movement is between 1 and 10cm per year. There are 8 plates – Eurasian, Pacific, Indo Australian, Antarctic, North American, South American, African and Nazra The edges of the plates are known as Plate Boundaries and there are 3 main types – converging, diverging and transform. *The Earth's plates are constantly and slowly moving. The mantle is formed of magma - melted (or molten rocks) and it's seriously hot in there!*   *The magma near the core gets heated. Heat rises (science thing!) so the super hot magma rises. As it does, the cooler magma around it cools it down, and so it sinks (cooler things sink - also science thing!) This heating and cooling/rising and sinking is called Convection.* Mountain formation: occasionally two plates move closer to each other or converge. This creates intense pressure, causing the plates to buckle in different ways and this process forms a mountain. The three main types of mountain are: Fold Fault block Dome		Pupils label the tectonic plates using their knowledge of continents and oceans,	Inner core Outer core Mantle Crust Plate tectonics Converge Fold mountains Fault block mountains Dome mountains	LESSONS ARE 1.5 HOURS LONG 1.How mountains are created. EMBED – continents and oceans Pupils learn about the structure of the earth and plate tectonics, and how these work to create the 3 main types of mountains. They discover how the crust is always moving due to convection currents 2.How mountains are shown on maps EMBED – boundary types, mountain types Pupils explore maps showing mountains using colour, numbers and contour lines. Pupils use a potato to create their own contour map of Mount Spuderest to explore what the lines can tell us about the elevation of the land. Why people live on mountains? Dangers. What is a volcano and how formed? Features of a volcano? Why live and dangers? Assessment

Year 6	Term: Spring	Unit: Volcanoes and Mountains	Time: 8		
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	  				

Year 6	Term: Spring	Unit: Volcanoes and Mountains		Time: 8	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	3. Dome Mountains  Dome mountains are the result of a great amount of molten rock (magma) pushing its way up under the Earth's crust. Without actually erupting onto the surface, the magma pushes up the overlaying rock strata which then bulge upwards. Eventually the magma cools and forms hardened rock.				

6.3. *We are Seismologists*

Year 6	Term: Spring	Unit: Earthquakes and Volcanoes		Time: 7 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
To use knowledge of plate tectonics, mountains and volcanoes to predict how earthquakes are created To compare and contrast provisions put in place for volcanoes and earthquakes, choosing which would work for both	**How Earthquakes are Formed** As tectonic plates rub against each other, friction causes energy to build up. Eventually it becomes so great that the energy is released. This strong shock-wave causes the ground to shake violently. This called an earthquake. The point beneath the ground where the energy is released is called the focus or hy-pocentre. The place on the Earth's surface directly above this is called the epicentre and this is where the vibrations are strongest.   	Sense of Place Aspirations	Use lines of latitude and longitude to locate major earthquakes and volcanoes. Use different types of maps – Pacific Ocean centred to locate Ring of Fire  	Focus/hypercenter Earthquake Epicentre Richter Scale Seismograph Seismic Eaves Magnitude Foreshock Mainshock Aftershock Tremor tsunami	1.Recap continents, oceans, tectonic plates, plate boundary types. Link into how earthquakes are formed. Pupils complete close procedure paragraph explaining tectonic plates and earthquake formation. 2. Recap formation of volcanoes Link to how earthquakes are formed Pupils analyse examples of earthquake anatomy models to determine which one give the best information why. Blockbuster to recap and build on vocabulary 3. Recap lines of latitude and longitude Pupils use the lines of latitude and longitude to map the key tectonic activity – Volcanoes and Earthquakes 4.Recap that tectonic activity is primarily found on plate boundaries Pupils explore UK and Pacific Ocean centred maps Before highlighting the Ring of Fire, and learning about it's importance in the worlds tectonic activity. 5.Pupils learn that it is important to measure earthquakes, and how explore the Richter and Mercalli scales. Activity – whole class organise themselves into the order according to Mercalli descriptions before adding the observations to a scale individually. 6.Recap vocabulary Pupils explore how many people live in tectonic

Year 6	Term: Spring	Unit: Earthquakes and Volcanoes		Time: 7 hours	
Obj	**Knowledge**	**Concepts**	**Skills**	**Vocabulary**	**Suggested resources / activities**
	Earthquake scale and impacts • Some earthquakes are so small that they can only be detected by **specialist equipment**. Others can be so intense that they can **destroy towns and cities**. • The **Richter magnitude scale** is used to measure the size of earthquakes. The higher the number, the more powerful the earthquake and the higher the chance that it will cause real damage.  A seismograph measures the strength of earthquakes. • The largest earthquake recorded in the UK happened in 1931, in the North Sea, and measured 6.1 on the Richter scale. Earthquakes are measured: • to allow seismologists and other scientists to develop their understanding of earthquakes and their causes. • to allow us to make meaningful comparisons between earthquakes to make planning and risk assessment more meaningful and effective. • to help evaluate the effectiveness of earthquake management.				activity zones. Teacher shares reasons why, and also disadvantages. Pupils organise facts into advantages and disadvantages 7.Introduce pupils to foreshocks, mainshocks and aftershocks and some of the precautions that tectonic activity zones use to stay safe

7. Geography National Curriculum Coverage

8.		Geographical Skills and Fieldwork			Locational Knowledge			Describe and understand key aspects of PHYSICAL GEOGRAPHY			Describe and understand key aspects of HUMAN GEOGRAPHY			Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of :		
		NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Year	Unit	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 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	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	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	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)	climate zones, biomes, vegetation belts	rivers, mountains, water cycle	volcanoes and earthquakes	types of settlements, land use	economic activity including trade links	distribution of natural resources including energy, food, minerals, water supplies	a region of the United Kingdom	a region in a European country	a region within North or South America
3																
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9. Geography Curriculum Review