Geography Sequence Overview Year 3 – Year 6

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 analyse the road use of Chesswood Road and Brighton Road (a C road and an A road)

		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)	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,	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	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.	and why we import and export food.	the study of local, national and global supply chains, pupils 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	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**

				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 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).	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.

				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).		
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** **Sustanability – 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

Spring (5 hrs)	**WE ARE WATER SUPPLY ENGINEERS**					
	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					
	Sense of Place – pupils use their local area to find out where our water comes from, and what happens to our wastewater					
	Sustainability – In learning about where our water comes from, pupils learn why is it important to conserve it					
	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.	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.	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.	OS Maps – use of map references, symbols and scale to work out how far our water travels to reach our homes.	**N/A**
Summer (7 hrs)	**WE ARE ANTHROPOLOGISTS**					
	Aspirations – as anthorplogists, pupils consider how rivers are used, here and in different countries					
	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					
	Sustainability – pupils learn about the different important environments that need protecting, and how the power of the water is harnessed in other areas					
	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.	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.	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.	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.	Virtual field trips using VR headsets, google Earth and videos.

		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 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 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). 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	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.

				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 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.		Pupils revisit drawing field sketches to create a labelled sketch of a cone 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	