

Christopher Rawlins CE Primary School  
 Geography Long-term Overview  
 Units and key questions by term



Phase	Cycle	Autumn		Spring		Summer	
EYFS	A	All About Me and People Who Help Us	Books, Books, Books!	Houses and Homes	All Things Bright and Beautiful	Explorers	Sea Adventures
	B	All About Me and People Who Help Us	Celebrations	Where in the World?	Castles	Animal Homes	On the Move
KS1	A	<b>Around the World – Trains, Planes and Automobiles</b> What are the names of the seven continents? What are the names of the five oceans? What are the names of the four countries within the United Kingdom and its surrounding seas?		<b>History Unit</b>		<b>At the Seaside and in the Sea</b> What are the human and physical features of the seaside? Why do people go to the seaside? How do people get there? What landmarks are at the seaside? What are the compass points? What lives in the sea? What are fieldwork skills?	
	B	<b>History Unit</b>		<b>History Unit</b>	<b>Turrets and Tiaras</b> What are the human and physical features of a place? What are the landmarks? What does a simple map look like? What is an aerial map? Why are aerial photographs useful?	<b>Nature Detectives</b> Is there a pattern in seasonal and daily weather changes? What are the locations of hot and cold areas in the world? What is the weather like in the hot and cold areas in the world? What is an aerial photograph and what can I see on them? How can I use a map to find my destination?	

				Why are maps useful? Are there any good place to build a castle? Why?	
<b>LKS2 Yr 3/4</b>	<b>A</b>	<p><b>Farm to Fork</b></p> <p>Where does our food come from? What are temperate climate zones? How are foods transported from long distance? What are the hemispheres? How is land in tropical climate zones used to produce food? Where are the tropics? How is land in tropical biomes being changed to enable more food to be produced? How is food produced in mediterranean climate zones? How is land used to produce food in the United Kingdom? What are the trade links that enable food from around the world to be sold in the United Kingdom?</p>	<b>History Unit</b>	<b>Rainforests</b>	<p>Where are the locations of the rainforests? What is in a rainforest? What are the different layers of a rainforest? What animals live in each layer of a rainforest? How does a rainforest compare to a forest in the UK? What are the main threats to the rainforests and how are they effecting them?</p>
	<b>B</b>	<b>History Unit</b>			<p><b>Natural Disasters</b></p> <p>What is a volcano? Why and how do volcanos erupt? Where are volcanoes located around the world? What does the inside of a volcano look like? Why do people choose to live near volcanoes? What is an earthquake and how are they caused? Where have the most significant earthquakes in the world occurred?</p>
<b>UKS2 Yr 5/6</b>	<b>A</b>	<p><b>Around the World</b></p> <p>What are the human and physical features of a place in the UK? What are the human and physical features of a place in North or South America? What are the human and physical features of a place in Europe?</p>	<b>History Unit</b>	<b>History Unit</b>	<b>History Unit</b>

		<p>How do the human and physical features compare between each place?</p> <p>What is the relationship between physical features and human features?</p> <p>How do the lives of people compare from each part of the world?</p>		
	<b>B</b>	<b>History Unit</b>	<p><b>Rivers Mountains Coasts</b></p> <p>How is water used?</p> <p>What is a river?</p> <p>What are the features of a river and their purpose?</p> <p>How do we use rivers?</p> <p>Whereabouts are the key rivers in the world?</p> <p>Can I explain the process of erosion and deposition?</p> <p>What is the water cycle and can I explain the process?</p> <p>Can I describe the human and physical features of the UK?</p> <p>What are the features of a coast?</p> <p>How were canals built?</p>	<p><b>Fairtrade</b></p> <p>What is fairtrade?</p> <p>How does buying fair trade offer benefits for food growers?</p> <p>What are the advantages and disadvantages of fair trade?</p> <p>What is the process of fairtrade?</p> <p>Why might fairtrade products cost the consumer more?</p> <p>Do fairtrade products cost more to produce and purchase than non-fairtrade products?</p> <p>Why might fairtrade products cost the consumer more?</p> <p>Why should we pay more for fairtrade?</p>



Phase	Cycle	Autumn		Spring		Summer	
Nursery	A	<b>All About Me and People Who Help Us</b>  explore and respond to different natural phenomena in their setting and on trips  know that there are different countries in the world and talk about the differences they have experienced or seen photos  notices detailed features and objects in their environment  enjoys playing with small world e.g. farms, garages  comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	<b>Books, Books, Books!</b>	<b>Houses and Homes</b>	<b>All Things Bright and Beautiful</b>	<b>Explorers</b>	<b>Sea Adventures</b>

	<b>B</b>	All About Me and People Who Help Us	Celebrations	Where in the world?	Castles	Animal Homes	On the Move
<b>Reception</b>	<b>A</b>	All About Me and People Who Help Us	Books, Books, Books!	<p><b>Houses and Homes</b></p> <p>talks about features of their own immediate environment and how environments might vary from one another</p> <p>draw information from a simple map</p> <p>understand some places are special to members of their community</p> <p>recognise some similarities and differences between life in this country and life in other countries</p> <p>explore the natural world around them</p> <p>describe what they see, hear and feel whilst outside</p>	All Things Bright and Beautiful	Explorers	Sea Adventures

				<p>recognise some environments that are different to the one in which they live</p> <p><b>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</b></p> <p>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they've been read in class (ELG)</p> <p>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps (ELG)</p>			
	<b>B</b>	<b>All About Me and People Who Help Us</b>	<b>Celebrations</b>	<p><b>Where in the world?</b></p> <p>talks about features of their own immediate</p>	<b>Castles</b>	<b>Animal Homes</b>	<b>On the Move</b>

				<p>environment and how environments might vary from one another</p> <p>draw information from a simple map</p> <p>understand some places are special to members of their community</p> <p>recognise some similarities and differences between life in this country and life in other countries</p> <p>explore the natural world around them</p> <p>describe what they see, hear and feel whilst outside</p> <p>recognise some environments that are different to the one in which they live</p> <p><b>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</b></p>			
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				<p>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they've been read in class (ELG)</p> <p>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps (ELG)</p>			
<b>KS1</b>	<b>A</b>	<p><b>Around the World – Trains, Planes and Automobiles</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> <li>• Identify characteristics of the 4 countries of the UK and its surrounding seas.</li> <li>• Comparing human and physical geography of the UK and a non-European country.</li> <li>• Use world maps, atlases and globes.</li> </ul>	<b>History Unit</b>			<p><b>At the Seaside and in the Sea</b></p> <ul style="list-style-type: none"> <li>• Comparing human and physical geography of the UK.</li> <li>• Use basic geographical vocabulary to refer to human and physical features.</li> <li>• Use simple compass directions and locational and directional language.</li> <li>• Use aerial photographs to recognise landmarks and geographical features.</li> <li>• Use simple fieldwork and observational skills.</li> </ul>	



	B	History Unit	History Unit	<b>Turrets and Tiaras</b> <ul style="list-style-type: none"> <li>• Use aerial photographs.</li> <li>• Recognise landmarks and human and physical features. devise a simple map. Use geographical vocabulary.</li> <li>• Use simple fieldwork and observational skills.</li> </ul>	<b>Nature Detectives</b> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns and the location of hot and cold areas of the world.</li> <li>• Use basic geographical vocabulary.</li> <li>• Use aerial photographs and plan perspectives.</li> <li>• Devise a simple map.</li> <li>• Use simple fieldwork and observational skills.</li> </ul>
LKS2 Yr 3/4	A	<b>Farm to Fork</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	History Unit		<b>Rainforests</b> <ul style="list-style-type: none"> <li>• Describe and understand physical geography, including: climate zones, biomes and vegetation belts.</li> <li>• 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)</li> </ul>
	B	History Unit	<b>Natural Disasters</b> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: physical geography, including: weather and climate, volcanoes and earthquakes.</li> <li>• Use the 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> </ul>		History Unit

			concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
<b>UKS2 Yr 5/6</b>	<b>A</b>	<p><b>Around the World</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>• 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)</li> </ul>	<b>History Unit</b>	<b>History Unit</b>
	<b>B</b>	<b>History Unit</b>	<p><b>Rivers, Mountains, Coasts</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Fairtrade</b></p> <ul style="list-style-type: none"> <li>• Describe and understand 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

# Christopher Rawlins CE Primary School

## Geography Progression of Skills

Sources: National Curriculum



	By the end of EYFS	By the end of KS1	By the end of LKS2	By the end of UKS2
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> <li>• Able to name familiar places that they visit regularly or places that are important to their family.</li> <li>• Use the local area to explore the built and natural environment. Talk about some of the things in my locality – plants, animals, natural objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment.</li> <li>• Children also learn the names of the world’s oceans and continents.</li> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</li> <li>• Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</li> <li>• Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</li> <li>• Use maps to locate the world’s countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</li> </ul>

				Hemisphere and use longitude and latitude to find locations on a map.
<b>PLACE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Ask questions about what it is like in another country.</li> <li>Show knowledge of other countries through role play and artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities.</li> <li>Children can apply the skills of observing similarities and differences to places as well as people.</li> <li>Compare the UK with a contrasting country in the world.</li> <li>Compare a local city/town in the UK with a contrasting city/town in a different country.</li> </ul>	<ul style="list-style-type: none"> <li>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</li> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.</li> <li>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</li> <li>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.</li> </ul>	<ul style="list-style-type: none"> <li>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</li> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> <li>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.</li> </ul>
<b>HUMAN AND PHYSICAL GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Use everyday vocabulary to name common physical features.</li> <li>Show respect for different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</li> <li>Identify seasonal and daily weather patterns in the</li> </ul>	<ul style="list-style-type: none"> <li>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather,</li> </ul>	<ul style="list-style-type: none"> <li>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They</li> </ul>

		<p>United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>as well as beginning to understand the impact of humans on the earth.</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</li> <li>• Human geography, including: types of settlement and land use.</li> </ul>	<p>focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle.</li> <li>• 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.</li> </ul>
<p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p>	<ul style="list-style-type: none"> <li>• Observe closely what is around them and make comments on what they see.</li> </ul>	<ul style="list-style-type: none"> <li>• Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</li> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use fieldwork to observe and present the human and physical features in</li> </ul>	<ul style="list-style-type: none"> <li>• Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance</li> </ul>

		<ul style="list-style-type: none"><li>• Use simple compass directions and locational and directional to describe the location of features and routes on a map.</li><li>• Devise a simple map; and use and construct basic symbols in a key.</li><li>• Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</li></ul>	the local area using sketch maps, plans and digital technologies.	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>
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## Year 1/2- Around the World - Planes, Trains and Automobiles

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> <li>• Identify characteristics of the 4 countries of the UK and its surrounding seas.</li> <li>• Comparing human and physical geography of the UK and a non-European country.</li> <li>• Use world maps, atlases and globes.</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• To know the four countries in the United Kingdom and its surrounding seas.</li> <li>• To know which types of transport will be needed to get to a particular destination.</li> <li>• To plan a route using maps and atlases.</li> <li>• To compare the human and physical features of the UK to a non-European country.</li> <li>• To name the seven continents of the world and locate them on a map.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What are the names of the seven continents?</li> <li>• What are the names of the five oceans?</li> <li>• What are the names of the four countries within the United Kingdom and its surrounding seas?</li> </ul>
<b>Vocabulary</b>	Continent, Europe, Australia, North America, South America, Asia, Africa, Antarctica, ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, United Kingdom, England, Northern Ireland, Scotland, Wales

## Year 1/2 At the Seaside and in the Sea

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• Comparing human and physical geography of the UK.</li> <li>• Use basic geographical vocabulary to refer to human and physical features.</li> <li>• Use simple compass directions and locational and directional language.</li> <li>• Use aerial photographs to recognise landmarks and geographical features.</li> <li>• Use simple fieldwork and observational skills.</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• To explore why people visit the seaside.</li> <li>• To name and describe human and physical features of the seaside.</li> <li>• To use positional and locational language to help find places using a compass.</li> <li>• To name sealife animals.</li> <li>• To explore what grows in the sea.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What are the human and physical features of the seaside?</li> <li>• Why do people go to the seaside?</li> <li>• How do people get there?</li> <li>• What landmarks are at the seaside?</li> <li>• What are the compass points?</li> <li>• What lives in the sea?</li> <li>• What are fieldwork skills?</li> <li>•</li> </ul>
<b>Vocabulary</b>	Human features, physical features, north, south, east, west, landmarks, tourism, attractions, geographical features, fieldwork, settlement, city, town, village, coast, sea, beach, port, rockpools, lighthouses, harbour, travel, aerial photographs, straight on, forwards, left, right, backwards, next to, beside, under, on top of,



## Year 1/2- Turrets and Tiaras

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"><li>• Use aerial photographs.</li><li>• Recognise landmarks and human and physical features. devise a simple map. Use geographical vocabulary.</li><li>• Use simple fieldwork and observational skills.</li></ul>
<b>Key Learning</b>	<ul style="list-style-type: none"><li>• Locating castles in the United Kingdom..</li><li>• To create a birds eye view map of a castle.</li><li>• To know the purpose of castles.</li><li>• To know the best location to build a castle.</li></ul>
<b>Key Questions</b>	<ul style="list-style-type: none"><li>• What are the human and physical features of a place?</li><li>• What are the landmarks?</li><li>• What does a simple map look like?</li><li>• What is an aerial map?</li><li>• Where are significant buildings and castles?</li><li>• Why are aerial photographs and maps useful?</li></ul>
<b>Vocabulary</b>	Map, atlas, castle, beach, coast, forest, hill, mountain, ocean, river, lake, valley, estuary, compass, direction, north, east, south, west

## Year 1/2- Nature Detectives

### National Curriculum Objectives

- Identify seasonal and daily weather patterns and the location of hot and cold areas of the world.
- Use basic geographical vocabulary.
- Use aerial photographs and plan perspectives.
- Devise a simple map.
- Use simple fieldwork and observational skills.

### Key Ideas

- Using a simple map and creating their own.
- Label plants on a map of the school grounds.
- Keep a record of the weather.
- Explore seasonal weather patterns.
- Identify weather patterns in the hot and cold areas of the world.

### Key Questions

- Is there a pattern in seasonal and daily weather changes?
- What are the locations of hot and cold areas in the world?
- What is the weather like in the hot and cold areas in the world?
- What is an aerial photograph and what can I see on them?
- How can I use a map to find my destination?

### Vocabulary

Weather, climate, rain, snow, sun, wind, fog, thunder, temperature, hot, cold, equator, desert, arctic, subzero

## Year 3/4- Farm to Fork

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>To learn where our food comes from.</li> <li>To know the journey of produce from seed to the plate.</li> <li>To know how food is transported.</li> <li>To learn about different foods grown around the world and which climates provide better growth.</li> <li>To learn about trade links and how they link different countries.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>Where does our food come from?</li> <li>What are temperate climate zones?</li> <li>How are foods transported from long distance?</li> <li>What are the hemispheres?</li> <li>How is land in tropical climate zones used to produce food?</li> <li>Where are the tropics?</li> <li>How is land in tropical biomes being changed to enable more food to be produced?</li> <li>How is food produced in mediterranean climate zones?</li> <li>How is land used to produce food in the United Kingdom?</li> <li>What are the trade links that enable food from around the world to be sold in the United Kingdom?</li> </ul>
<b>Vocabulary</b>	Weather, climate, biomes, Northern hemisphere, Southern hemisphere, equator, tropics, subtropical, temperate, trade, culture, economy, supply, import, export, global

## Year 3/4- Rainforests

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Describe and understand physical geography, including: climate zones, biomes and vegetation belts.</li> <li>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)</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>To name each of the layers of the rainforest and what animals live in each one.</li> <li>To be able to identify features of the layers of a rainforest</li> <li>To locate the rainforests on an atlas/map.</li> <li>To know the dangers to the rainforests and deforestation etc.</li> <li>To learn about the importance of rainforests.</li> <li>To describe weather patterns in a rainforest.</li> <li>To understand that a rainforest is an ecosystem.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>Where are the locations of the rainforests?</li> <li>What is in a rainforest?</li> <li>What are the different layers of a rainforest?</li> <li>What animals live in each layer of a rainforest?</li> <li>How does a rainforest compare to a forest in the UK?</li> <li>What are the main threats to the rainforests and how are they affecting them?</li> </ul>
<b>Vocabulary</b>	Canopy, emergent layer, forest floor, understorey, deforestation, endangered, Latitude, temperate, extinction, destruction, ecosystem

## Year 3/4- Natural Disasters

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>● Describe and understand key aspects of: physical geography, including: weather and climate, volcanoes and earthquakes.</li> <li>● Use the 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.</li> <li>● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>● 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.</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>● To know the layers of the earth's crust.</li> <li>● To know the locations of volcanoes and earthquakes.</li> <li>● To know the parts of a volcano.</li> <li>● To understand why people might choose to live near a volcano.</li> <li>● To know the names of some of the deadliest earthquakes.</li> <li>● To research an aspect of volcanoes or earthquakes.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>● What is a volcano?</li> <li>● Why and how do volcanoes erupt?</li> <li>● Where are volcanoes located around the world?</li> <li>● What does the inside of a volcano look like?</li> <li>● Why do people choose to live near volcanoes?</li> <li>● What is an earthquake and how are they caused?</li> <li>● Where have the most significant earthquakes in the world occurred?</li> <li>●</li> </ul>
<b>Vocabulary</b>	<p>Tsunami, Natural disasters, volcano, tornado, avalanche, earthquake, blizzard, drought, bushfire, tremor, dust storm, twister, windstorm, heat wave, cyclone, forest fire, flood, fire, hailstorm, lava, hail, hurricane, whirlpool, Richter scale, thunderstorm, barometer, gale, gust, snowstorm, rainstorm, storm, tectonics, sandstorm, Beaufort scale, destruction cataclysm, wind scale, crust, mantle, outer core, inner core, conduit, ash cloud, magma chamber, magma, crater</p>

## Year 5/6- Around the World

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>• 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)</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>• Know the names of a number of European capitals</li> <li>• Know the names of, and locate, a number of South or North American countries</li> <li>• Know about time zones and work out differences</li> <li>• Know key differences between living in the UK and in a country in either North or South America</li> <li>• Know how to use six-figure grid references.</li> <li>• Know what most of the ordnance survey symbols stand for.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What are the human and physical features of a place in the UK?</li> <li>• What are the human and physical features of a place in North or South America?</li> <li>• What are the human and physical features of a place in Europe?</li> <li>• How do the human and physical features compare between each place?</li> <li>• What is the relationship between physical features and human features?</li> <li>• How do the lives of people compare from each part of the world?</li> </ul>
<b>Vocabulary</b>	<p>infrastructure, atlas, index, coordinates, latitude, longitude, Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources, environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, nonrenewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental.</p>

## Year 5/6- Rivers, Mountains and Coasts

<b>National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<b>Key Learning</b>	<ul style="list-style-type: none"> <li>● Know the different features of a river and explain their purpose.</li> <li>● Be able to explain the water cycle.</li> <li>● To know and explain river processes.</li> <li>● Know and understand the uses of a river.</li> <li>● Know the features of a coast and explain some coastal processes e.g. erosion.</li> <li>● To know different parts of a mountain.</li> <li>● To know different types of a mountain.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>● How is water used?</li> <li>● What is a river?</li> <li>● What are the features of a river and their purpose?</li> <li>● How do we use rivers?</li> <li>● Whereabouts are the key rivers in the world?</li> <li>● Can I explain the process of erosion and deposition?</li> <li>● What is the water cycle and can I explain the process?</li> <li>● What are the features of a coast?</li> <li>● How were canals built?</li> </ul>
<b>Vocabulary</b>	<p>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources., Evaporation,, condensed, condensation, precipitation, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary, mouth, source</p>