

KS1 A		
Locality: Where I live	UK	The Wider World
Stalmine: Getting to know my village	The United Kingdom: Features and characteristics	The Continents and The Poles
<b>Locational Knowledge:</b> Know and identify Stalmine's position and place in the UK.	<b>Locational Knowledge:</b> UK	<b>Locational Knowledge:</b> Name the continents and identify them on a globe
<b>Skills:</b> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use locational language; near, far, left, right to describe location of features</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use globes to find the continents of the world</li> <li>Use globes to find oceans of the world</li> <li>Use photographs to recognise landmarks</li> <li>Use photographs to recognise human and physical features</li> </ul>
<b>Fieldwork:</b> Observe land use and physical features of the village	<b>Fieldwork:</b> Observation of physical and human features in locality different to Stalmine ie City or town visit	
<b>Prior Knowledge:</b> <b>EYFS ELG The World: They talk about the features of their own immediate environment and how environments might vary from one another</b> <i>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue'</i> <i>Find out about the environment by talking to people, examining photographs and simple maps and visiting local places</i>	<b>Prior knowledge:</b> <b>EYFS: find out about the environment by talking to people, examining photographs and simple maps and visiting local places</b> •Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. •Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' <b>KS1 PoS</b> Geographical vocabulary from previous unit Topography of Stalmine Use of aerial photographs Locational language	<b>Prior knowledge:</b> <b>EYFS ELG The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>  <b>KS1 PoS:</b> Use of atlas, globes Geographical vocabulary from KS1 PoS Ariel photographs Locational language
<b>Prior Knowledge for Y2 where A follows B:</b> Interpret simple maps of the local area Basic geographical vocabulary Locational language 4 points of a compass	<b>Prior Knowledge for Y2 where A follows B:</b> Interpret simple maps of UK using simple keys to show features KS1 PoS Geographical vocabulary Locational Language 4 points of a compass	<b>Prior knowledge for Y2 where A follows B:</b> Use a globe to locate the Equator and North and South Poles Know the difference in hot and cold places – i.e. identifying which continents would have 'cold' places.
<ul style="list-style-type: none"> <li>Know and identify Stalmine's position and place in Lancashire and UK</li> <li>Know that Stalmine is a <b>village</b> in Lancashire, England, UK</li> <li>Use aerial photographs to introduce (Y1), identify and note (Y2) human features including: <b>village, farm, house,</b></li> <li>Use aerial photographs to introduce (Y1), identify and note (Y2) topography of locality including: <b>coast, forest, hill, sea, river, soil, vegetation, fields</b></li> <li>Know that an aerial view means looking at something from above and that things look different from this point of view</li> <li>Use locational and directional language; <b>near, far, left, right</b> to describe location of features</li> <li>Know and use the 4 points of the compass: <b>north, south, east and west</b></li> </ul> <b>Place knowledge:</b> Comparison of Stalmine to a city locality in the UK eg Preston or Lancaster	<ul style="list-style-type: none"> <li>Use an atlas to name the 4 countries of the United Kingdom: <b>England, Northern Ireland, Scotland, Wales</b></li> <li>Use an atlas to find capital cities of the UK: <b>London, Edinburgh, Belfast, Cardiff</b></li> <li>Use atlases to find the seas of the UK: <b>North Sea, Irish Sea, English Channel, Atlantic Ocean</b></li> <li>Use aerial and general photographs to introduce (Y1), identify and note (Y2) key physical features of each UK country including: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</b></li> <li>Use aerial and general photographs to introduce (Y1), identify and note (Y2) key human features including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> <li>Use locational and directional language; <b>near, far, left, right</b> to describe location of features</li> <li>Know and use the 4 points of the compass: <b>north, south, east and west</b></li> </ul>	<b>Resources:</b> <a href="http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf">http://www.coreknowledge.org.uk/resources/Year%201-%20Geography-%20The%20Seven%20Continents.pdf</a> <ul style="list-style-type: none"> <li>Use globes to find the seven continents of the world: <b>Europe, Asia, North America, South America, Africa, Australasia, Antarctica</b></li> <li>Use globes to name the 5 oceans: <b>Atlantic, Arctic, Pacific, Indian, Southern</b></li> <li>Use a globe to locate the Equator and North and South Poles</li> </ul> <b>Place Knowledge:</b> Comparison of Stalmine and a contrasting location in a non-European country
<b>Geography in History:</b> Changes in living memory. Examining how the village has changed over time, through the use of old maps and photographs.		

KS1 B		
UK	Locality: Where I learn	The World
The United Kingdom: Weather	Stalmine: Mapping where I live	The Equator and the Poles: Hot and Cold
<b>Locational Knowledge:</b> UK	<b>Locational Knowledge:</b> Know and identify Stalmine's position and place in the UK.	<b>Locational Knowledge:</b> Locate the equator and the North and South Pole
<b>Skills:</b> <ul style="list-style-type: none"> <li>Record weather over time</li> </ul> <b>Fieldwork:</b> <ul style="list-style-type: none"> <li>Observe and record weather patterns daily and over time</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Use locational language; near, far, left, right to describe location of features</li> <li>Know the four points of a compass</li> </ul> <b>Fieldwork:</b> <ul style="list-style-type: none"> <li>Observe and map school and village</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use globes to locate the Equator and the North and South Poles</li> <li>Use an atlas to locate the Equator and the North and South Poles</li> <li>Use photographs to recognise basic physical and human features</li> </ul>
<b>Prior Knowledge:</b> EYFS Although not specifically within the EYFS curriculum – some children will have a basic understanding of weather i.e. rain, hot, cold, sunny, cloudy etc.	<b>Prior Knowledge:</b> EYFS ELG <b>The World: They talk about the features of their own immediate environment and how environments might vary from one another</b> <i>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue'</i> <i>Find out about the environment by talking to people, examining photographs and simple maps and visiting local places</i>	<b>Prior Knowledge:</b> EYFS: Although not specifically within the EYFS curriculum – some children will have a basic understanding of some aspects of this topic i.e. hot, cold, sunny, cloudy etc.  <b>KS1 PoS:</b> Know the seasons and associated vocabulary with weather Use of aerial photographs Locational language
<b>Prior knowledge for Y2 where B follows A:</b> Name of 4 UK countries and surrounding seas Characteristics of UK i.e. topography	<b>Prior Knowledge for Y2 where B follows A:</b> KS1 PoS Geographical Vocabulary Use locational language; near, far, left, right to describe location of features Know the four points of a compass	<b>Prior knowledge for Y2 where B follows A:</b> Name of the seven continents Name of the five oceans Locational language KS1 PoS Geographical Vocabulary
<b>Resources:</b> <a href="https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/">https://www.rgs.org/schools/teaching-resources/weather-and-climate-resources-key-stage-one/</a>  <a href="https://www.metlink.org/primary/key-stage-1/">https://www.metlink.org/primary/key-stage-1/</a> <ul style="list-style-type: none"> <li>Use a range of photographs and aerial photographs, including satellite shots to show the UK during different seasons.</li> <li>Know the seasons of the UK: <b>Summer, Winter, Autumn, Spring</b></li> <li>Record and observe weather over time (NB This can take place over the academic year so observations around a change in seasons can take place) <b>Rain, snow, drizzle, fog, mist, ice, hail, storm, lightening, thunder, clear,</b></li> <li>Collect information about the weather over the week to show how weather can change quickly and easily</li> <li>Observe and compare weather at different points of the year</li> </ul> <b>Place Knowledge:</b> Comparison of Stalmine weather to Isle of Coll (Katie Morag – Literacy Link)	<b>Resources:</b> <a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/</a> <a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/</a> <ul style="list-style-type: none"> <li>Know and identify Stalmine's position and place in Lancashire and UK</li> <li>Know that Stalmine is a <b>village</b> in Lancashire, England, UK</li> <li>Familiarise themselves with the school grounds: observe and record the human and physical features (<b>building, playground, field, path, school, office, carpark, drive, road</b>)</li> <li>School grounds: Observe and record the human and physical features. Creating own simple plan of the school.</li> <li>Fieldwork: Observe the local area, noting land use (i.e. <b>shop, houses, park, school, field, road</b>)</li> <li>Produce own simple maps of the village, using their own key.</li> <li>Use locational and directional language; <b>near, far, left, right</b> to describe location of features</li> <li>Know and use the 4 points of the compass: <b>north, south, east and west</b></li> </ul>	<b>Resources:</b> <a href="https://www.tes.com/teaching-resource/around-the-world-hot-and-cold-with-barnaby-6005234">https://www.tes.com/teaching-resource/around-the-world-hot-and-cold-with-barnaby-6005234</a>  <a href="https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/">https://www.natgeokids.com/uk/primary-resource/north-south-poles-primary-resource/</a> <ul style="list-style-type: none"> <li>Use globes to locate the <b>Equator</b> and the <b>North and South Poles</b></li> <li>Compare a flat map of the world within an atlas to the globe – how does it compare?</li> <li>Understand that the poles are <b>cold</b> and the Equator is <b>hot</b></li> <li>Compare weather in hot and cold places.</li> <li>Compare the weather to our own location</li> <li>Identify using photographs which countries are hot and which countries are cold. Eg Spain, Iceland, Greece, Canada,</li> <li>Locate these countries on a map or globe</li> <li>Human Geography: compare settlements at the Equator compared to the Poles.</li> <li>Physical Geography: compare environments eg frozen environments, deserts</li> </ul> <b>Place Knowledge:</b> Comparison of Stalmine and a contrasting location in a non-European country
<b>Geography in Science:</b> Y1 PoS Science: Seasons – recognise the changes in seasons. Observe and describe weather associated with seasons. <b>Maths in Geography:</b> Y1 Capacity and Volume – measure Y2 ; temperature (°C); capacity (litres/ml) <b>Link to DT:</b> Designing structures to accommodate UK weather	<b>Geography in History:</b> Changes in living memory. Examining how Stalmine Primary School has changed over time, through the use of old maps and photographs	<b>Link to DT:</b> Designing structures to accommodate different climates (eg Hot and Cold Places)

<b>LKS2 A</b>		
<b>The United Kingdom</b>		
<p><b>Physical Geography: Topography of the UK</b></p> <p><b>Human Geography: Economic Activity - Tourism in the UK</b></p>	<p><b>Human Geography: Settlements</b></p>	<p><b>Human Geography: Land Use and changes over time</b></p>
<p><b>Locational Knowledge:</b> UK Geographical Regions <b>Geographical Region:</b> Lake District</p>	<p><b>Locational Knowledge:</b> Cities &amp; Counties of <b>Geographical Region:</b> North West</p>	<p>Locational Knowledge: UK <b>Geographical Region:</b> London</p>
<p><b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps Y3: 8 parts of compass (NW, NE, SW, SE) Y4 4-fig grid references, <b>Map colours/symbols:</b> woodland; grassland, sand, mountains</p> <p><b>Fieldwork:</b> Visit to Lake District - Map skills – using OS map to observe, identify and sketch physical geographic features ‘out on the field’</p>	<p><b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs <b>Map symbols:</b> Railway station; level crossing; motorway; main road; museum; sports centre; information point; camp site; castle; nature reserve; telephone; parking; place of worship, youth hostel, school, post office, public convenience</p> <p><b>Fieldwork:</b></p>	<p><b>Skills and Fieldwork:</b> Y3: 8 parts of compass (NW, NE, SW, SE) Y4 4-fig grid references, <b>Map symbols:</b> non-coniferous trees; coniferous trees; marsh, reeds or saltings, grassland; scrub; scree; sand; mud, river, waterfall</p> <p>Observe and record human features Create own plan</p> <p><b>Fieldwork:</b> Locality study – land use</p>
<p><b>Prior Knowledge:</b> Simple compass directions (N, S, E, W) Capital Cities of UK Countries of the UK Key physical features of local environment Basic geographical vocabulary (see KS1 PoS)</p>	<p><b>Prior Knowledge:</b> Topography of UK Capital Cities of UK Countries of the UK Basic geographical vocabulary (see KS1 PoS) Key human features of local environment</p>	<p><b>Prior Knowledge:</b> Simple compass directions (N, S, E, W) Topography of UK Settlements Build on prior learning in Class 2 and History of Blackpool – growth of the Fylde Coast overtime</p>
<p><b>Prior Knowledge for Y4 pupils where A follows B:</b> Position of UK in relation to Europe. Use of topological map of Europe Climate Zone of Europe</p>	<p><b>Prior Knowledge for Y4 pupils where A follows B:</b> Cities of Europe Mediterranean and Rivers study – looking at impact of physical features and climate on settlement</p>	<p><b>Prior Knowledge for Y4 pupils where A follows B:</b> UK’s Climate Zone Mediterranean and Rivers study – looking at impact of physical features and climate on land use Geog in Hist: Celt / Roman change in land use over time; then to now.</p>
<p><b>Key knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Understand UKs geographical place in the world</li> <li>Introduce <b>topographical map</b>; identify key physical features i.e. <b>hills, mountains, rivers</b> and <b>coasts</b></li> <li>Compare to topographical map of Europe noting similarities/differences – in particular Russia – note range Russia has in terms of topography.</li> <li>Use <b>aerial photographs</b> of UK to identify key physical features</li> <li>Read and interpret <b>OS maps</b> to compare with aerial photographs.</li> <li>Deepen knowledge of UK physical geography i.e. study of largest mountains; largest rivers; largest forests; surrounding seas;</li> <li>Compare topography of each of UK countries and counties</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Tourism</b> in Britain: Explore reasons many people come to Britain. Focus study: Tourism in Blackpool vs Lake District Tourism / Stonehenge</li> </ul>	<p><b>Key knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Show <b>political map</b> of the UK and compare to topological map</li> <li>Compare to political map of Europe</li> <li>Know what a <b>settlement</b> is</li> <li>Types of settlement: <b>hamlet, village, town, regional centre, city, industrial, urban, rural, holiday resort, port,</b></li> <li>Locate major <b>cities</b> of the UK</li> <li>Using atlas locate and name major cities of <b>UK counties</b></li> <li>Understand how topography of UK effects settlement</li> <li>Understand link between type of settlement; <b>transport links</b> and amenities</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>Location study and comparison: Liverpool vs Stalmine. Compare <b>amenities/facilities</b> etc.</li> </ul>	<p><b>Key knowledge and understanding:</b> Resource: <a href="https://www.bbc.co.uk/news/uk-41901294">https://www.bbc.co.uk/news/uk-41901294</a></p> <ul style="list-style-type: none"> <li>Understand different types of land use i.e. <b>urban; farm land; natural; green urban</b></li> <li>Compare change in land use in local area in last 100 years</li> <li>Explain reasons for change in land use</li> <li>Locality visit: Record type of land use in local area. Produce detailed plan of the local area showing different examples of land use.</li> <li><i>For Y4 only: Impact of UK’s climate zone on land use</i></li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>Location Study: London(?)</li> </ul>
<p><b>Geography in PSICHE:</b> British culture. What does it mean to be ‘British’?</p> <p><b>Maths through Geography:</b> Data collection; data recording; temperature; thermometers</p>	<p><b>Geography through History:</b> Change in settlements over time. Compare maps of UK in Roman/Celtic times and now identifying how and why settlements have changed and grown.</p>	<p><b>Geography through History:</b> Change in land use over time.</p> <p><b>Geography in PSICHE:</b> Multiculturalism in Britain. Look at London – number of languages spoken <a href="http://www.projectbritain.com/london/multicultural.htm">http://www.projectbritain.com/london/multicultural.htm</a>  <a href="https://www.geographyinthenews.org.uk/issues/issue-17/migration-in-the-uk/ks2/">https://www.geographyinthenews.org.uk/issues/issue-17/migration-in-the-uk/ks2/</a></p>

<b>LKS2 B</b>		
<b>Europe and the Arctic</b>		
<p><b>Geographical Regions:</b>  <b>Europe's place in The Northern Hemisphere</b>                      Physical Geography: Climate Zones</p>	<p><b>Geographical Regions:</b>  <b>The Mediterranean</b>                      Physical Geography: Coasts, Earthquakes (introduction)                      Human Geography: Economic Activity</p>	<p><b>Geographical Regions:</b>  <b>Mapping a River: The Danube</b>                      Physical Geography: Rivers and The Water Cycle                      Human Geography: Economic Activity – Tourism</p>
<b>Locational Knowledge:</b> Europe	<b>Locational Knowledge:</b> Europe and the Northern Hemisphere	Locational Knowledge: The Arctic
<p><b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps                      Collect data and use to create graphs</p>	<p><b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs                       Produce detailed report on Mediterranean</p>	<p><b>Skills and Fieldwork:</b>                      Y3: 8 parts of compass (<b>NW, NE, SW, SE</b>)                      Y4 4-fig grid references, symbols and key and contour lines                      OS maps; aerial photographs; physical maps; atlases; Sketch maps</p> <p><b>Map symbols:</b> Lake; weir; footbridge; river; canal; ford; aqueduct</p> <p>Fieldwork: Ingleton Falls / river trip – identifying features of a river e.g. erosion etc</p>
<p><b>Prior Knowledge:</b>                      Simple compass directions (N, S, E, W)                      Capital Cities of UK                      Countries of the UK                      Key physical features of local environment                      Basic geographical vocabulary (see KS1 PoS)                      Hot and Cold places in relation to the Equator and the North and South Poles</p>	<p><b>Prior Knowledge:</b>                      Topography of Europe                      Climate Zones of Europe                      Countries of Europe                      Capital Cities of Europe                      Basic geographical vocabulary (see KS1 PoS)                      Key human features of local environment                      Key physical features of local coastline</p>	<p><b>Prior Knowledge:</b>                      Simple compass directions (N, S, E, W)                      Topography of UK                      Settlements                      Build on prior learning in Class 2 and History of Blackpool – growth of the Fylde Coast overtime</p>
<p><b>Prior Knowledge for Y4 pupils where B follows A:</b>                      Position of UK in relation to Europe.                      Map skills – map symbols relating to land use                      Use of topological map of Europe                      Climate Zone of UK</p>	<p><b>Prior Knowledge for Y4 pupils where B follows A:</b>                      Study of Tourism in Blackpool                      Map symbols relating to land use and settlement</p>	<p><b>Prior Knowledge for Y4 pupils where B follows A:</b>                      UK Topography                      Reading and interpreting OS map                      Map symbols relating to land use and settlements</p>
<p><b>Key knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Use an atlas to locate the countries of <b>Europe</b> – noting position of UK.</li> <li>Introduce <b>topographical map</b>; identify key physical features i.e. <b>hills, mountains, rivers</b> and <b>coasts</b></li> <li>Introduce <b>climate zones</b> of Europe including <b>Russia</b> and the <b>Northern Hemisphere: Arctic, temperate, mediterranean, desert</b></li> <li>Collect data on each of the climate zones and create graphs to compare; <b>degrees Celsius, millimetres, rainfall, temperature</b></li> <li>Look at a <b>political map</b> of Europe and compare it to the climate zones. Understand how climate impacts on <b>settlements</b> across Europe.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Comparison of climate zones with Europe to the rest of the Northern Hemisphere (N America, Asia)</li> </ul>	<p><b>Key knowledge and understanding</b>                      Resources:  <a href="https://www.rgs.org/schools/teaching-resources/the-mediterranean/">https://www.rgs.org/schools/teaching-resources/the-mediterranean/</a></p> <ul style="list-style-type: none"> <li>Locational study of the Mediterranean</li> <li>Human Geography of the Mediterranean: Economic Activity <b>tourism; culture; environment; people</b></li> <li>Understand how climate shapes tourism in the area</li> <li>Earthquake Study: Know what causes Earthquakes and understand the impact they have on towns and cities. (NB Earthquakes will be revisited in detail in UKS).</li> </ul> <p><b>Place Knowledge</b>                      The Mediterranean and Bologna  <i>Y4 Comparison of The Mediterranean with tourism in Blackpool – what is the same? What is different?</i></p>	<p><b>Key knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Know how rivers are formed</li> <li>Know how rivers physically change from <b>source</b> to <b>mouth</b></li> <li>Name and describe features of rivers: <b>tributaries, upper course, middle course, lower course, meanders, erosion, transportation, deposition, ox-bow lakes, v-shaped valley, waterfall, estuary, floodplain, river bank</b></li> <li>Know what causes rivers to <b>flood</b></li> <li>Understand the human impact of floods</li> <li>Read and interpret an <b>OS map</b> to identify rivers and features of rivers: note <b>contour lines</b></li> <li>Create own sketch maps on fieldtrip noting main river features.</li> <li>Waterfalls: <b>undercut, strata, soft rock, hard rock, plunge pool,</b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>River Study: The Danube/Loire/Elbe</li> <li>Ingleton Falls</li> </ul>
<p><b>Maths through Geography:</b>                      Data collection; data recording; temperature; thermometers</p>	<p><b>Geography in History:</b> Changes over time. Comparison of The Mediterranean today and in Roman / Ancient Greek times – looking at settlements and land use.</p>	<p><b>Geography in Science:</b> The Water Cycle</p>

UKS2 A		
North and South America		
Physical Geography: <b>Mountains, Volcanoes and Earthquakes</b>	Physical Geography: <b>Biomes and Vegetation Belts</b>	Geographical Region: <b>USA</b>
<b>Locational Knowledge:</b> North & South America	<b>Locational Knowledge:</b> North and South America	<b>Locational Knowledge:</b> USA
<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps 6 figure grid-references – contours to show Steepness <b>Map symbols: crags; slopes; cliff; contours including lakes.</b>	<b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs  <b>Fieldwork:</b> School grounds as an Ecosystem <a href="https://www.rgs.org/schools/teaching-resources/school-grounds-ecosystems-study/">https://www.rgs.org/schools/teaching-resources/school-grounds-ecosystems-study/</a>	<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps  6 figure grid-references
<b>Prior Knowledge:</b> 4 fig-grid references KS2 Rivers unit – map contours KS2 Map symbols Topography of UK and Europe Effects of Earthquake on Human population (Bologna)	<b>Prior Knowledge:</b> Climate Zones of Europe KS1 weather KS1 Science: Knowledge of seasons KS2 Science: Earth and Space – reason for Seasons LKS2 Science: Habitats LKS2 Science: Adaptation of Animals	<b>Prior Knowledge:</b> 4-fig grid references LKS2 and mountain map symbols Settlements - types Rivers – erosion / effects of flooding Land use – urban and farmland Climate
<b>Prior Knowledge for Y6 pupils where A follows B:</b> Natural resources - Geothermal power; wind	<b>Prior Knowledge for Y6 pupils where A follows B:</b> Link between biomes and vegetation Belts to location of Natural resources	<b>Prior Knowledge for Y6 pupils where A follows B:</b> Consolidation and deepening understanding of USA as a global trading partner and Natural Resources USA has
<b>Key knowledge and understanding:</b> Resource: <a href="https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/">https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/</a>  <ul style="list-style-type: none"> <li>Introduce <b>physical map of North America, South America and Central America</b>; identify key physical features i.e. <b>hills, mountains, rivers and coasts</b></li> <li>Compare to physical map of Europe noting similarities/differences.</li> <li>Use <b>aerial photographs</b> of North, South and Central America to identify key physical features – noting similarities and differences between them</li> <li>Identify key features of a mountain; <b>peak, ridge, glacier, moraine, crevasse</b></li> <li>Understand how mountains are formed: <b>core, mantle, crust, plate tectonics</b>,</li> <li>Know there are different types of mountains: <b>fold, fault block, dome</b></li> <li>Understand the role of <b>plate tectonics</b> in causing <b>volcanoes</b></li> <li>Describe <b>constructive plate boundaries</b> and <b>destructive plate boundaries</b></li> <li>Know how <b>volcanoes</b> occur and describe different types: <b>shield</b> and <b>composite</b>,</li> <li>Understand why humans live near volcanoes; <b>fertile plains, geothermal energy</b>,</li> <li>Building on LKS2 topic – deepen understanding of the dangers of living close to a volcano</li> <li>Deepen understanding of earthquakes: <b>the focus, the epicentre, Richter scale</b></li> </ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>San Andreas Fault. Life in San Francisco (compare to LKS2 study – Bologna)</li> </ul>	<b>Key knowledge and understanding</b> <b>Resources:</b> <ul style="list-style-type: none"> <li>Know and understand what a <b>biome</b> is</li> <li>Know that the world has different biomes; <b>tundra, tundra, desert, grasslands, savannah, rainforest, alpine, deciduous forest</b>,</li> <li>Describe the physical features of each biome</li> <li>Know the position of each biome in relation to <b>Equator, Tropic of Capricorn, Tropic of Cancer, Arctic and Antarctic Circle</b></li> <li>Compare biomes to climate zones – note any patterns and explore</li> </ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Comparison of two biomes: Polar Canada and Amazon Rainforest. Note key physical features of both. Collect data on ave rainfall and temperatures throughout the year. Complete graphs to show the differences. Pupils can compare this to UK’s deciduous biome.</li> </ul>	<b>Key knowledge and understanding:</b> Resource: <a href="https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/united-states-of-america-(usa)-new-york-through/">https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/united-states-of-america-(usa)-new-york-through/</a>  <ul style="list-style-type: none"> <li>Use a <b>topographical map</b> alongside <b>aerial photographs</b> to note physical features of USA. i.e. <b>hills, mountains, rivers and coasts</b></li> <li>Use a map to name and locate the states of USA</li> <li>Locate New York on map of USA, identify type of <b>settlement</b></li> <li>Examine how New York has changed over time</li> <li>Grand Canyon: Explain what a <b>canyon</b> is and how it is formed by a <b>river</b> through <b>erosion</b> over time, explore <b>valleys</b> and <b>plains</b> and identify using <b>OS maps</b>.</li> <li>Calculate size of canyon using <b>scale</b> on OS map</li> <li>Explore USA’s settlements and the reason that some areas are <b>uninhabitable</b></li> <li>Research and collect data on USA’s climate building on LKS2 knowledge to include <b>drought</b> data for <b>California</b></li> <li>Examine <b>economic</b> impact of USA: farming and agriculture</li> </ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Location Study: USA</li> </ul>
	<b>Science through Geography:</b> Habitats; Plants,	<b>Geography through History:</b> Change in land use over time. <b>Geography in PSICHE:</b> Multiculturalism in USA. Look at New York vs London study – no of languages spoken

UKS2 B		
UK and The Wider World		
Human Geography: <b>Natural Resources</b>	Human Geography: <b>Global Trade</b>	<b>Out in the field</b>
<b>Locational Knowledge:</b> UK, World Countries	<b>Locational Knowledge:</b> UK, world countries	Locational Knowledge: UK
<p><b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs</p> <p><b>Map Skills:</b> OS map symbols; mast; wind pump/wind generator; windmill</p> <p><b>Maths in Geography:</b> Interpreting data tables containing % of energy consumption in different countries and continents. Comparing % energy types used in UK Interpreting tables and pie charts showing % of UK's and worlds natural resources being used by humans. Interpreting tables, graphs and pie charts and pictograms demonstrating the destruction and decimation of Earth's natural resources etc.</p>	<p><b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs;</p> <p><b>Maths in Geography:</b> Interpret pie-charts showing exports and imports Collect data on exports and imports and use to create graphs</p> <p>Compare Fairtrade costs with general trade</p>	<p><b>Skills:</b> Use a OS map to identify features in the field Map symbols</p> <p>Create sketch maps of area and include map symbols i.e. church, deciduous/coniferous woodland and forest. rivers etc.</p>
<p><b>Prior Knowledge:</b> Locational knowledge of UK, Wider World, continents and oceans of the World Coasts – <b>waves, waterfalls,</b> Climate Zones KS1 Science: We get warmth and energy from the sun KS2 Maths: Interpreting data</p>	<p><b>Prior Knowledge:</b> Capital Cities of UK and Europe Countries of the UK and Europe Climate zones Continents of the World KS2 Maths: Interpreting data</p>	<p><b>Prior Knowledge:</b> 6-fig grid reference LS2 Map symbols Sketch maps of locality – land use Features of rivers i.e. source/meander etc (See LKS2 Rivers unit) inc use of contours on maps to show steepness</p>
<p><b>Prior Knowledge for Y6 pupils where B follows A:</b> Biomes and Vegetation Belts <b>Latitude, Longitude, Equator, Tropics,</b></p>	<p><b>Prior Knowledge for Y6 pupils where B follows A:</b> Locational knowledge of UK, Europe's Countries and countries of North and South America</p> <p>Biomes and vegetation belts</p>	<p><b>Prior Knowledge for Y6 pupils where B follows A:</b> Map symbols – mountains and energy.</p>
<p><b>Key knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Identify UK natural resources <b>Fossil fuels, crops, livestock</b></li> <li>Identify difference between <b>renewable</b> and <b>non-renewable</b> energy sources and <b>sustainability: oil gas, coal, wind, water, sun</b></li> <li>Research different types of renewable energy: <b>hydropower, solar, wind, geothermal</b></li> <li>Examine human impact of using Earth's natural resources – i.e. Fossil fuels contribution to <b>Global Warming, rising temperatures</b> and <b>rising sea levels.</b></li> <li>Project: <b>Sustainable</b> industries – palm oil</li> </ul> <p><b>Place Knowledge:</b> <b>Rainforests</b> of Indonesia and palm <b>plantations</b></p>	<p><b>Key knowledge and understanding:</b> Recources: <a href="https://www.rgs.org/schools/teaching-resources/global-trade/">https://www.rgs.org/schools/teaching-resources/global-trade/</a></p> <ul style="list-style-type: none"> <li>Have a clear definition of <b>trade</b></li> <li>Understand difference between <b>local trade</b> and <b>global trade</b></li> <li>Discover how and why trade became global and what <b>globalisation</b> is</li> <li>Introduce terms '<b>export</b>' and '<b>import</b>'</li> <li>Know there are 3 main broad stages of trade: <b>primary, secondary</b> and <b>tertiary</b> (<i>NB this is studied further in KS3 – therefore no need to teach in depth</i>)</li> <li>Become familiar with the UK as a <b>trading nation</b></li> <li>Explore <b>global citizenship</b> and <b>fairtrade</b> and the ethos behind it</li> <li>Study of <b>food importation</b> to the UK</li> <li>Understand how climate impacts on UK's export products – <i>Y4 can also look at biomes</i></li> </ul>	<p><b>Key Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Consolidation of previous work on reading OS maps.</li> <li>Compare OS maps to aerial photographs</li> <li>Create own map using aerial photographs – ensuring map symbols are located within appropriate grid-references</li> </ul> <p><b>Fieldtrip: (Any countryside location)</b></p> <ul style="list-style-type: none"> <li>Application of map reading skills</li> <li>Know how to use an OS map to identify position.</li> </ul>
<p><b>Science in Geography:</b> Destruction of habitats for industry and human need for energy</p>	<p><b>Geography through History:</b> Explore trade between countries/regions in period studied eg Saxons, Mayans</p> <p><b>Maths in Geography:</b> Collecting data; graphs; interpreting pie charts</p>	