



Girlington Primary School Geography Curriculum

Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Setting links to geographical features		Setting or character links to different countries			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Books used in English lessons	Stanley's Stick – park	The invisible – city	The sheep pig – rural England	The war that came - Asia	The girl of ink and stars – La Gomera, Canary Islands	Street child – Victorian London, England
	Whiffy Wilson – school	The Bear who had Never Seen Christmas – woodlands, rivers, streams, lakes, caves, mountains	Stone girl, bone girl – Lyme Regis, Dorset, England	The voices in the park – England	October, October – London, England	Freedom 1783 – Jamaica
	The Extraordinary Gardener – garden	Wild – forest, nature	Mr Stink – British town, England	The tunnel - London, England	The bronze and sunflower - China	Ghost boys – Chicago
	Beegu – city	The Lighthouse Keeper's Lunch – coast, cliff	Stone Age boy – Palaeolithic France	The boy who met a whale - Serendib, Sir-Lanka	The boy at the back of the class – main character is a Syrian Refugee	Wonder – Manhattan, New York, America
	One Snowy Night – forest	The Whale who Wanted More – oceans, coral reef	Stone age tales - Lascaux, France	Eric and the Vikings – Europe	The boy who didn't want to die – Hungary to Austria to Germany	Wolf wilder – Russia
	The Storm Whale – beach	Mr Wolf's pancakes – house	Escape from Pompeii – Pompeii, Italy	Anisha the accidental detective – main character family originate in India	The boy who swam with piranhas – South America and Amazon Rainforest	What Mr Darwin saw - insect life in Brazil , fossils in Argentina , earthquakes in Chile and turtles in the Galapagos Islands
	Once Upon a Snowstorm – Antarctic	Grandad's Island – coast, ocean, island	The king of the sky – main character from Italy	The goose guards – Rome, Italy	Who let the God's out? – Ancient Greece	The silver sword – Warsaw, Poland
	A Home for Grace – shop doorway	The Magic Bojabi Tree – African desert	Firework makers daughter – Asia		The crater Lake – Sussex, England	
	The Lonely Beast – forest, mountain, river, ocean, cliff, city, sea, shore	The proudest Blue – shop				
	Lights on cotton rock - woodland					



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Year 1

Term	Autumn	Spring	Summer
Prior EYFS Learning	Recognise some environments that are different to the one in which they live.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Recognise some similarities and differences between life in this country and live in other countries. Know and recognise different weather Understand the effect of changing seasons on the natural world around them.	Be able to talk about what they see around them Draw information from a simple map Understand that some places are special to members of their community.
Topic	Our Wonderful World	Bright Lights Big City	School Days
National Curriculum Subject Content			
Locational knowledge	Name and locate the world's seven continents	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	Name and locate the world's five oceans
Place knowledge		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
Human and Physical	Locate of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	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 Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify seasonal and daily weather patterns in the United Kingdom	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Skills and field work	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Activities	Listening to and learning songs about the continents Locate and explore continents using globes/atlases Label continents on a map Find and explore hot and cold areas on a map Introduce the equator using the globe Looking at photos of each physical feature and matching the picture to the word Google Earth to look at the world, UK and continents Using atlases	Look at photos of Kuala Lumpur (capital city of Malaysia) and London (Capital city of UK) and compare the two areas Explore the UK using globes and atlases Label countries of the UK on a map Write about the capital cities in the UK and their features Sort countries based on whether they are hot or cold places Explore locations using Google Earth and using atlases Exploring seasonal changes in the UK linked to Science Make a simple map using the physical features vocabulary learnt in Autumn.	Identify the features of a 1950's map and compare with a current map Describe how land use has changed over time and explain why this could be Spot the differences between maps using basic geographical features for human features Make an aerial map of the school Introduce the 5 world oceans.
Visits	Nell Bank	Explore seasonal changes in school grounds	Abbey House museum Ponderosa Zoo
Vocabulary	beach, cliff, coast, forest hill, mountain, sea, ocean, river, valley, continent, Asia, Africa, North America, South America, Europe, Australia, Antarctica,	season, weather, change, spring, summer, autumn, winter, hot, cold, rain, cloud, sun, dry, London, Bradford, United Kingdom, England, Ireland, Scotland, Wales, Malaysia, Kuala Lumpur	city, town, village factory, farm, house, office, shop, local, school, Girlington, Bradford, building, locate, path, grass, better, worse, Atlantic, Pacific, Indian, Arctic, Southern, oceans



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Year 2

Term	Autumn	Spring	Summer
Prior EYFS Learning	Explore natural materials, indoors and outside Begin to understand the need to respect and care for the natural environment and all living things.		
Topic	Let's Explore the World	Coastline	Magnificent monarchs
National Curriculum Subject Content			
Locational knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's five oceans	
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		
Human and Physical	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean Use basic geographical vocabulary to refer to: key human features, including: port, harbour	
Skills and field work	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Use world maps, atlases and globes to identify the United Kingdom and its countries
Activities	Research the UK Compare the UK and Somalia by reading information, drawing the locations and labelling similarities and differences Recap equator and hot and cold places Look on Google Earth at Somalia Explore atlases and discuss findings Locate areas in atlases Traffic survey with questions relating to road usage Explore sustainability	Make a map practically using resources Match names to locations within the UK Sort images of human and physical features and draw them Research tourism in Whitby Locate continents and oceans on a map Innovate journal Map reading Describe how to get from one place to another using directions RWLI lifeboat lesson Learn about erosion using an investigation Identify and name the 5 world oceans.	Explore atlases to find the residency of royals around the UK Retrieval questions
Visits	Saltaire Walk to St Phillip's Church	Rodley Nature Reserve	Tropical World
Vocabulary	Oceans, continents, seas, Europe, Asia, Africa, Antarctica, Oceania, North America, South America	beach, cliff, coast, sea, ocean, port, harbour, continents, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Irish Sea, Atlantic Ocean, North Sea, English Channel, capital, North, South, East, West, compass, erosion, waves, crumbling, location, tourist, attractions, destination	United Kingdom, country, globe, atlas, locate



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Year 3

Term	Autumn	Spring	Summer
Topic	Through the Ages/Urban Pioneers	Rocks, Relics and Rumbles	Emperors and Empires
National Curriculum Subject Content			
Locational knowledge	<p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Name and locate counties and geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Prime/Greenwich Meridian</p>	<p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>
Place knowledge	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		
Human and Physical	Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links	Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes	Describe and understand key aspects of: human geography, including: types of settlement and land use
Skills and field work	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references to build their knowledge of the United Kingdom and the wider world</p>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Activities	<p>Locating Skara Brae and discussing why it is there and what it's purpose might have been</p> <p>Visitor in school to give the children an experience of living in settlements through the Stone Age to the Iron Age.</p> <p>Learn about the trade deals of the Beaker folk and create beaker pots using clay in Art.</p> <p>Study of the use of the local area – information gathered through a child/parent questionnaire and into graphs.</p> <p>Exploring the impact of mills in Bradford</p> <p>Visit to Bradford Industrial Museum to learn about the use of land in Bradford and how it has changed over time</p> <p>Learning about Berlin and comparing with Bradford.</p> <p><u>In French lessons</u></p> <p>Exploring google Earth to locate France and Paris and French landmarks</p> <p>Locating UK countries and capital cities on a map and exploring them using Google Earth</p>	<p>Exploring plate tectonics and how they move and impact the world in the form of natural disasters</p> <p>Discover how continents have changed over time from continental drift by exploring maps and recapping continents knowledge.</p> <p>Locate famous volcanoes along the ring of fire using coordinates of the longitude and latitude.</p> <p>Locate volcanoes on a map and research them online</p> <p>Research the Indian ocean earthquake in 2004 and locate the countries using an atlas</p> <p>Using 4 and 6 figure grid references to locate places in the school grounds using a map</p> <p>Use the globe to find countries, continents and capital cities.</p>	<p>Locating countries that were invaded by the Roman empire using globes and atlases</p> <p>Exploring the invaded countries on Google Earth</p> <p>Visitor to give the children an experience of the use of land during the Roman Empire.</p>
Visits	<p>Stone Age visitor in school</p> <p>Bradford Industrial Museum</p> <p>Nell Bank with the Linking Project</p>	Eldwick Primary School visiting for the Linking Project	<p>Visit Eldwick Primary School for the Linking Project</p> <p>Roman visitor in school</p>
Vocabulary	equator, types of settlements, land use, Palaeolithic, Mesolithic, Neolithic, prehistoric, Trade, Distribution of natural resources, England, Ireland, Scotland, Wales, UK, countries, location, France, comparison, Berlin	Latitude, Longitude, Mountains, Volcanoes, Earthquakes, tectonic plates, continents, movement, change, plate boundary	Romans, comparison, settlement, invade, globe, atlas



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Year 4

Term	Autumn	Spring	Summer
Topic	Invasion	Misty Mountain, Winding River	Ancient civilisations
National Curriculum Subject Content			
Locational knowledge	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	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 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)	
Place knowledge		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	
Human and Physical	Describe and understand key aspects of: physical geography, including: rivers, 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	Describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers, mountains, and the water cycle 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	Describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers, mountains, and the water cycle 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
Skills and field work		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Activities	Investigate the Invasion map looking at the direction of each invading group and some of the physical and human features they would have encountered. Encourage the children to use their understanding to verbally answer the enquiry question 'How did the geography of Britain help or hinder invaders?' Learn about Rivers Hill forts – use of land. Rivers – invasion of the Vikings Trade links – Celts asking for help from the Angles, Jutes and Saxons. Natural resources – Anglo-Saxons invading as their country was flooded so cannot farm but they notice England's natural resources were better at that time.	Locate important rivers: Sepik, Mississippi, Volga, Zambeze, Mekong, Ganges, Danube, Yangtze, Nile, Amazon. Name the countries and continents that each river goes through. Use maps or atlases to find and study the location of significant world mountains and ranges Explore significant mountain ranges and describe using cardinal and intercardinal compass points. Encourage the children to explain where significant rivers are – North of... South of... Next to... equator, northern hemisphere, Africa, Europe, etc. Google Earth and using the inflatable globe. Explore mountains and rivers of The United Kingdom. Use Digimap, Google Earth and/or an atlas to find out each country's highest mountain and the mountain range that it is in. Use Google Earth to work out which river in each country has been and is the most important for trade. Look for evidence of factories, warehouses, large vessels, cranes etc. to identify significant ports and their rivers. Make a working model of a river in the upper, middle and lower courses. Make a 2nd working model of a river system to investigate erosion, transportation, deposition and the formation of associated physical features Answer the question 'Where does rain come from' by completing a scientific investigation in the form of a working model of the water cycle Discuss how climate and habitats are affected by changes in altitude. Describe how changing environments can affect living things. Describe significant ports of the UK by identifying factories, warehouses & shipping. Visit Clapham village, compare and contrast human features and land use with those of Bradford. Use digimap to plot the course of the Lune river system. Read contour lines to understand topography. Use OS maps of The Lake District. Describe mountain ranges' locations in the UK using cardinal and intercardinal compass points. Use four and six-figure grid references, symbols and keys to locate features on OS maps of the Lake District and digimaps of Clapham village. Record and present human and physical features of Clapham village by plotting a route in digimap and by producing a sketch map. Comparison of Yorkshire Dales and Alps (Europe) focusing on mountains, rivers, use of land, agriculture and leisure.	Explore the River Tigris Explore vegetation belts and discuss why we settle near to water and soil for nutrients Explore physical geography through climates and trees Understand how different areas grow different things so they have more of some things compared to other areas. Explore land use and how some areas use different materials because they have more of it to use to build. Explore trade links of Ancient Sumer, Ancient Egypt and Ancient Indus Valley. Found where the Fertile Crescent is on a map and located where the Ancient Sumerians would have been located around the River Tigris. Exploring different maps from Ancient civilisations compared to more up to date maps of the same areas
Visits	Anglo Saxons and Vikings visitor in school	Clapham	
Vocabulary	direction, map, features, help, hinder, country, natural resources, change, improve	Mountain, mountain range, trade, compass, climate, leisure, land use, physical, process, erosion, transportation, deposition, meander, outer, inner, river bed, river bank, rocks, upstream, downstream, energy, delta, floodplain, sediment, fertile, evaporation, condensation, collection, form, formation, compare, comparison, contrast, tectonic plate, continent, altitude, elevation, climate, environments, climate, habitat, natural causes, human causes, topography, terrain, contour, grid reference	Fertile, crescent, vegetation belt, soil, land, use, locate, trade links, settlement, economic activity, Sumer, River Tigris, Egypt, Indus Valley



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Year 5

Term	Autumn	Spring	Summer
Topic	Dynamic Dynasty	Sow, Grow and Farm	Ground-breaking Greeks
National Curriculum Subject Content			
Locational knowledge	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	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	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
Place knowledge		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	
Human and Physical		Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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
Skills and field work	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Activities	Look at atlases and Google Earth to locate countries (e.g. China) Identify key features, mountains, rivers and cities. Explore which direction the children would have to travel in the get to China from their current location	Look at California, South America, and Jersey and locate on a map. Investigate climate zones of North and South America and compare with the UK. Look at fruit and veg packaging and locate countries of origin on a map and explore the question 'How far has your food travelled?' Investigate topography and land use in Scotland, Northern Ireland and England. Watch a video on land use in the UK and discuss agricultural land use. Locate the equator on a map and discuss northern and southern hemisphere with relevance to climate zones. Compare farming in UK and coffee farming in Peru (South America) linking to fair trade. Explain that ordnance survey maps can be used to locate places and human and physical features in the landscape. Find the six-figure grid references for some given locations using an ordnance survey. Give the six-figure grid references and identify the locations. Explore potato farming in Jersey in areas such as soil, problems, landscape, history, growing and harvesting Learn about citrus farming in California linking tropical climates to growth of different fruits. Link to prior knowledge of continents, countries and climate zones.	Locate Greece on a map. Look at physical landscapes. Identify locations of settlements. Learn that land in Greece is mountains and not suitable for farming. Colonised areas of land in Europe for food and trade. Learn about settlements by the sea in terms of trade and food.
Visits	Planetarium Sikh temple	Visitor from the farming industry Ingleborough Hall residential	Ancient Greece visitor in school
Vocabulary		polar temperate, Mediterranean, dessert, tropical, mountain, climate zones, pastoral, agriculture, mixed farming, Grable	Ancient, develop, existence, foreign, identity, language, system, evidence, sea, Ancient Greece, artefact, citizen



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Year 6

Term	Autumn	Spring	Summer
Topic	Maafa	Frozen Kingdoms/ Darwin's Delights	A Child's War
National Curriculum Subject Content			
Locational knowledge	Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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)	Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Place knowledge	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		
Human and Physical		Describe and understand key aspects of: physical geography, including: climate zones Describe and understand key aspects of: human geography, including: distribution of natural resources including energy, food, minerals and water	
Skills and field work		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Activities	Welcome to Africa video children to choose one African country to investigate further, using a range of resources. Compare farming and slavery in the UK and Caribbean countries (North America) Link to prior knowledge in Year 5 farming in Peru	Use Google Earth, including the Street View tool, to locate and explore the polar regions and make informed observations about the similarities and differences between the two locations. Locate the Arctic Circle at 66.5° North (66.5°N) and the Antarctic Circle at 66.5° South (66.5°S) and discuss any similarities and differences between their locations. Make a bank of knowledge statements Explain using videos and demonstrations why the polar regions experience day and night differently. Sort cards into true and false. Gather information about the Arctic and Antarctic and complete questions comparing the two climates. Read about climate change and how it affects climate zones like the polar regions. Make a poster to persuade people to look after the Earth and why. Online research to list a range of different natural resources, where they are found and the ways in which humans use these resources Tourism in Antarctica – what would a visit to Antarctica be like? Make a poster to advertise an Antarctic Cruise/Expedition. What are the effects of Tourism in Antarctica? Answer questions about the 9 effects of Tourism on Antarctica. Plot Darwin's journey on a map of the world and significant places on a map of the UK for Darwin. Use scaled maps to estimate how far Darwin travelled in total.	Look at UK maps to find locations from evacuation labels Use maps, online research and atlases to find out about the locations Compare the evacuation locations with the major cities targeted by German air raids found using a key and suggest reasons why some areas are more likely to be bombed than others Locate the cities and ports bombed during the Blitz and a map of the UK and consider why these places were vulnerable to attack Draw a sketch map of the UK showing bombed locations and identify features of the areas
Visits		Manchester War museum Visit from the Navy	
Vocabulary	culture, ,migrate, immigrate, aware, diverse, discriminate, ethic, language, civilisation, trade, slavery, continent, Africa, country, compare, investigate	climate zones, natural resources, energy, food, water, minerals, similarities, differences, locations, polar regions, day, night, Antarctica, tourism	Birmingham, Coventry, Swansea, Southampton, Sheffield, Manchester, Liverpool, Hull, Glasgow, air raids, seaside town, Eastbourne, cathedral cities, Canterbury
Subsequent KS3 Learning	<u>Locational knowledge</u> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. <u>Place Knowledge</u> Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia	<u>Human and physical geography</u> Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Geography	<u>Geographical skills and fieldwork</u> Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.