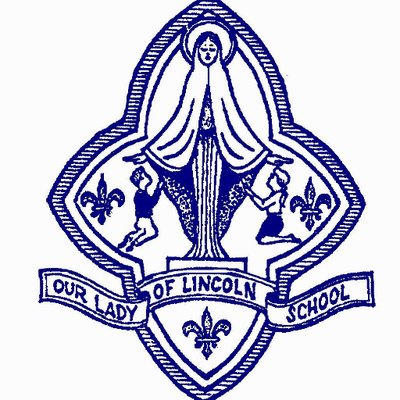
**Our Lady of Lincoln Catholic Primary School**

**Geography Curriculum**



**Geography Whole School Long Term Overview**

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|  | **Content 1** | **Content 2** |
| **YEAR 1** | My School Environment  **Do I go to a nice school?** | Overview of the UK and World Map  **Do you like where you live?** |
| **YEAR 2** | Countryside: Lincolnshire and South Africa  **Is life for a child in Lincolnshire the same as life for a child in South Africa?** | Weather Patterns and Climate  **Can weather be dangerous?** |
| **YEAR 3** | Overview of Europe  **Do people living on the same continent have the same experiences?** | Rivers, Mountains and Coasts  **Are rivers, mountains and coasts connected to one another?** |
| **YEAR 4** | Coastal Region: UK and Italy  **Is tourism the most important aspect for a coastal area?** | Mapping and Fieldwork  **Do we still need paper maps in this digital age?** |
| **YEAR 5** | Overview of North and South America  **Would I prefer to live on another continent?** | Trade and Economics (including Fairtrade? **Can we exist without trade?** |
| **YEAR 6** | City Life: London and Rio  **Would life be better in Rio or London?** | Mapping and Fieldwork  **Is it still important that we can read a map?** |

     **Year 1 Geography Programme of Study**

**Project: Overview of the UK and World Map**

**Question: Do you like where you live?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know some features of towns and the countryside**   * *Town features - fixed boundary, roads, homes, school, shops* * *Countryside features - fields, farms, hedges, streams, crops* * *Understand which are human and which are physical features* * *Link to local urban/rural areas using Google Maps or large scale map* * *Know vocabulary: urban, rural, city, village, human/physical features, landmark*   **To know and locate countries of the UK**   * *Locate UK on a map* * *Name and locate 4 countries of the UK and capital cities* * *Recognise countries flags and national symbols (lion, dragon, thistle, shamrock)* * *Use compass points NESW* * *Use maps and atlases and recognise they adopt an aerial view* * *Compare similarities and differences of four countries - number of people living there, size of countries, languages spoken, beliefs, types of land.*   **To know the seas surrounding the UK**   * *Recognise that the UK is an island* * *Know the seas and their features surrounding the UK (Atlantic Ocean, Irish Sea, English Channel, North Sea)*   **To know the seven continents and five oceans of the world (World Citizen)**   * *Use a globe and recognise the Earth is a sphere* * *View satellite images of the world* * *Recognise Northern and Southern Hemisphere and Equator as an imaginary line* * *Recognise difference between country and continent - many countries make up a continent.* * *Know that the UK is in Europe* * *Know that countries are hotter near the Equator*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**     |  |  | | --- | --- | |  | **Key Stage 1** | | **Location Knowledge** | \*Understand how some places are linked to other places e.g. roads, trains.  \*Name and locate the World’s seven continents and five oceans.  \*Name, locate and identify characteristics of the four countries and capital cities of the UK.  \*Name, locate and identify the characteristics of the seas surrounding the UK. | | **Place Knowledge** | \*Name, describe and compare familiar places. | | **Human and Physical Geography** | \*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  \*key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop | | **Fieldwork** |  | | **Map Skills** | **Using maps**  \*Use simple compass directions (North, South, East, West)  \*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Making maps**  \*Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  \*Use and construct basic symbols in a key | | **Core vocabulary:**  **Tier 3**  Human/Physical  Landmarks  Capital cities  National  Island  Aerial  Countries  Continents  Seas/oceans  Land  Equator  Northern Hemisphere  Southern Hemisphere  Satellite  Atlas  Globe    **Tier 2**  Urban  Rural  Locate  Compare  Different  Similar  Surrounding  Features  Characteristics  Sphere |
| **Curriculum threads to be covered:-**  Reading –   * Be encouraged to link what they read or hear read to their own experiences, * Draw on what they already know or on background information and vocabulary provided by the teacher.   Computing –  British Values  :   * To enable students to develop their self-knowledge, self-esteem and self-confidence   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  Year 1 – Our School Environment – maps, aerial views, compass points, landmarks | | |

     **Year 1 Geography Programme of Study**

**Project: My School Environment**

**Question: Do I go to a nice school?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know where I live in the local area**   * *To recognise and compare familiar places/landmarks (school, church, park, field, shops etc.)in the local area from photos, discuss whether they are near or far from school/home* * *To know vocabulary: local, environment, location, landmarks, address, near, far, distance etc.* * *To know the purpose of an address and what each line shows*   **To describe features of our classroom environment**   * *To know 4 compass points(NESW)* * *To know an aerial view means looking at something from above* * *Identify key features of the classroom from an aerial plan* * *To compare and recognise similarities/differences when looking from a different perspective* * *To create a simple aerial plan/3D map of classroom* * *To know vocabulary: compass, directions, navigate, aerial, perspective, plan, map, features*   **To know where our school is located in our local area (Communication)**   * *Begin to understand  maps/symbols* * *To know that a map is a simple representation of an aerial view to help us understand where things are located* * *To know some different types of maps e.g. street/world map/Google map/satellite* * *To locate our school and nearby landmarks in the local area on a map* * *To know vocabulary: location, landmarks, map, symbol, satellite*   **To know features of our school environment (Aspiration)**   * *Develop simple fieldwork of school environment inside and outside, using observational skills and other senses* * *Take photos of features in environment* * *Suggest improvements to school environment (garden -link to DT)* * *To know vocabulary: fieldwork, observe*   **To map the features of our school environment (Communication)**   * *To know the features of maps (title, labels, symbols, key, compass points)* * *Create an aerial plan/map of school environment* * *Follow own plan/map around school environment* * *To know vocabulary: title, labels, key, symbols*   **To know the route I take to school (World Citizen)**   * *Discuss transport methods and why used* * *Carry out survey of travel to school* * *Describe route to school using direction words* * *Understand how some places are linked to other places e.g. roads* * *Show route using a map* * *Know vocabulary: route, transport, survey,*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Location Knowledge** | \*Understand how some places are linked to other places e.g. roads, | | **Place Knowledge** | \*Name, describe and compare familiar places.  \*Link their homes with other places in their local community.  \*Know about some present changes that are happening in the local environment  \*Suggest ideas for improving the school environment. | | **Fieldwork** | **Gather information**  \*Use basic observational skills  \*Carry out a small survey of the local area/school  \*Draw simple features  \*Ask and respond to basic geographical questions  \*Ask a familiar person prepared questions  \*Use a pro-forma to collect data e.g. tally survey  **Sketching**  \*Create plans and raw simple features in their familiar environment  \*Add labels onto a sketch map, map or photograph of features  **Audio/Visual**  \*Recognise a photo or a video as a record of what has been seen or heard  \*Use a camera in the field to help to record what is seen | | **Map Skills** | **Using maps**  \*Follow a route on a map  \*Use simple compass directions (North, South, East, West)  \*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Making maps**  \*Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  \*Use and construct basic symbols in a key | | **Core vocabulary:**  **Tier 3**  Navigate  Aerial  Perspective  Satellite  Cartographer  Fieldwork  **Tier 2**  Route  Environment  Location  Local area  Landmarks  Address  Location/Locate  Local  Photograph  Compare  Linked  Observe  Near/Far  Distance  Similarities /  Differences  Features  Symbol  Labels |
| **Curriculum threads to be covered:-**  Reading –   * Discuss word meanings, linking new meanings to those already known, * Explain clearly their understanding of what is read to them.   Computing –  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely   PSHE – Living in the Wider World ˃Caring for the Environment- CORAM Life Education- ***Around and about the school*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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. | | |

     **Year 2 Geography Programme of Study**

**Project: Weather Patterns and Climate**

**Question: Can weather be dangerous?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know about different types of weather in the UK**   * *Know some different types of weather and their features - sun, rain, snow, wind, hail, cloud, storms* * *Know weather vocabulary (see core vocab list)*   **To know seasonal weather patterns in the UK (Health)**   * *Know the different seasons in a year* * *Understand why different weather is important e.g. rain to help things grow* * *Know how weather can affect us - Sun affects (links to health) Snow can disrupt travel, wind can cause damage, rain can cause floods* * *Make observations of weather in locality inc photo/video and record findings*   **To know daily weather patterns in the UK (Communication)**   * *Understand what weather forecasts show* * *Observe and record daily weather patterns - use a key* * *Understand some weather symbols* * *Present a daily weather forecast.*   **To know about the dangers of weather (Health)**   * *Know some adverse weather conditions* * *Understand they can affect people, nature, buildings, environment* * *Understand some ways we can protect ourselves and environment e.g. sunhats, sun cream, warm clothes, gritting roads etc* * *Know vocabulary: adverse, extreme, drought, hurricane, flood, heat wave, blizzard*   **To know that different countries have different climates (World Citizen)**   * *Know that climate is a term used for weather over a long period not just daily* * *Know that different countries have different climates* * *Know that the climate in the UK is temperate (Summer is warm, Winter is cold)* * *Countries near Equator - climates are hot,  around the Arctic (N/S Poles) – climate cold* * *Locate some hot and cold countries on a map/globe* * *Some countries don’t have different weather in different seasons* * *Bring back knowledge of the continents from Year 1*   **To know what cold countries are like (World Citizen)**   * *Know where the Arctic and Antarctic are in relation to the UK* * *Know some aspects of  Arctic life e.g. animals, people (Inuit), landscape, homes, transport* * *Identify similarities and differences between life in UK and the Arctic*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Human and Physical Geography** | \*Understand what the weather is like in our country.  \*Understand the different seasons in a year.  \*Understand the dangers of weather  \*Understand what hot and cold countries are like.  \*Use basic geographical vocabulary to refer to:  \*key physical features, including:  season and weather | | **Fieldwork** | **Gather information**  \*Use basic observational skills  \*Carry out a small survey of the local area/school  \*Draw simple features  \*Ask and respond to basic geographical questions  \*Use a pro-forma to collect data e.g. tally survey  **Audio/Visual**  \*Recognise a photo or a video as a record of what has been seen or heard  \*Use a camera in the field to help to record what is seen | | **Core vocabulary:**  **Tier 3**  Temperature  Flooding  Storms  Drought,  Hurricane  Flood  Heat wave  Blizzard  Climate  Temperate  Seasons/Seasonal  Daily  Equator  Arctic  Antarctic  North/South Pole  Inuit  Rain gauge  Barometer  Wind vane  **Tier 2**  Observations  Features  Experience  Patterns  Symbols  Forecast  Extreme  Adverse  Environment  Atlas  Similarities  Differences  Weather  Rain, sun, snow, hail, wind, thunder etc |
| **Curriculum threads to be covered:-**  Reading –   * Be introduced to non-fiction books that are structured in different ways * Participate in discussion about what is read to them, taking turns and listening to what others say.   Computing –  British Values :   * To encourage respect for other people (link to values made when exploring different weather patterns and climate around the world)   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year1 – Overview of the UK and the World – countries near the Equator are hotter* | | |

     **Year 2 Geography Programme of Study**

**Project: Countryside: Lincolnshire and South Africa**

**Question: Is life for a child in Lincolnshire the same as life for a child in South Africa?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know what the countryside is like in Lincolnshire**   * *To know context of a county e.g. city, county, country, continent* * *To know some different places in Lincolnshire - Lincoln, surrounding villages e.g. Welton, Nettleham, Dunholme and some towns further away e.g. Boston, Skegness.* * *To know that Lincolnshire is a large county and has a long coastline.* * *To know the features of the Lincolnshire landscape e.g. flat.* * *Lincolnshire is primarily an agricultural area.* * *To know that Lincolnshire’s countryside is made up of towns and villages*   **To know where South Africa is**   * *To know SA is a country on the continent of Africa.* * *To know Atlantic and Indian Oceans meet on Southern Cape coast* * *To know the SA flag, languages spoken, capital city (Pretoria)* * *To know some geographical features of SA e.g. deserts, mountains. coast, harbour, farm etc (see Key Concepts)* * *To compare features of Lincolnshire and South Africa using photos.*   **To compare the weather in Lincolnshire and South Africa**   * *Different regions have different climates e.g. deserts, mountain areas, coasts* * *To know how weather has an effect on a location e.g. farming and produce* * *SA crops usually include corn, wheat, sugarcane, peanuts, citrus fruits, tobacco* * *Usually hot days, cold nights*   **To know where Johannesburg is**   * *Biggest and most populated city in SA* * *To know it is divided into suburbs (In SA a ‘suburb’ isn’t a residential area on the outskirts of a city, it is a geographical term for areas within a city.* * *Known for diamonds and gold*   **To know some similarities and differences between Lincolnshire and Johannesburg**   * *Include human and physical e.g. buildings, rivers, hills etc* * *Include weather – Johannesburg has daily thunderstorms from November to March*   **To know some similarities and differences between everyday life in Lincolnshire and Johannesburg**   * *Include food, animals, school, hobbies/interests*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Location Knowledge** | \*Understand how some places are linked to other places e.g. roads, trains. | | **Place Knowledge** | \*Name, describe and compare familiar places.  \*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. | | **Human and Physical Geography** | \*Understand what hot and cold countries are like.  \*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  \*key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop | | **Map Skills** | **Using maps**  \*Use simple compass directions (North, South, East, West)  \*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Making maps**  \*Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  \*Use and construct basic symbols in a key | | **Core vocabulary:**  **Tier 3**  Johannesburg  Suburbs  Landscape  Human Features  Physical Features  Non-European  Aerial  Plan  Perspective  Landmarks  **Tier 2**  Compare  Similarities  Differences  County  Countryside  Towns  Villages  Produce  Climate |
| **Curriculum threads to be covered:-**  Reading –   * Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, * Discuss the sequence of events in books and how items of information are related   Computing –  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence. * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures * To encourage respect for other people   PSHE –  **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year1 – Overview of the UK and the World – countries near the Equator are hotter*  *Year 2 – Weather patterns and climate* | | |
| **Suggested Texts:**  <https://kids.kiddle.co/Johannesburg>  <https://www.kids-world-travel-guide.com/south-africa-for-kids.html>  <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-birmingham-johannesburg/zv2rkmn> | | |

     **Year 3 Geography Programme of Study**

**Project: Rivers, Mountains and Coasts (Visit required to a river for fieldwork)**

**Question: Are rivers, mountains and coasts connected to each other?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how a river is formed and the journey it takes**   * *A river is the path water takes as it flows downhill towards the ocean* * *Formed on high ground and changes as it journeys to the sea(tributaries)* * *Start of river is the source, end of river is the mouth* * *Can erode and change landscape over time* * *Begin to understand that deposition occurs when sediment stops travelling due to a drop in the force of the river* * *Know vocabulary: high ground, erosion, landscape, source, mouth, tributaries, bank, bed, fork, silt/sediment, deposition*   **To know the stages of the water cycle**   * *Know how mountains/high ground and rivers are linked* * *Know vocabulary: evaporation, condensation, precipitation, collection*   **To know some world rivers**   * *Know countries they run through and seas they flow into (include UK rivers) Refer back to knowledge on countries and continents learnt about in Year 1 and 2. Include Rivers in South Africa to bring learning back from Y2 and then other key rivers like Nile, Amazon etc.* * *Identify rivers on maps* * *Know how rivers affect their environment e.g. floods,* * *Know that not all floods are bad – used on natural flood plains to fertilise land(sediment)* * *Know which issues affect the rivers e.g. pollution - perhaps look at Indian River Ganges* * *Know vocabulary: floodplain, silt/sediment, fertile*   **To know what happens when a river reaches the coast**   * *A coast is where land and sea meet* * *Like rivers, coastlines are changed by erosion from water (waves)* * *Importance of estuaries to nature due to combination of fresh and salt water* * *Know vocabulary: estuaries, mudflats, saltmarshes, deltas*   **To know what a mountain is**   * *Part of the landscape with steep slopes over 300 metres tall* * *Know how mountains are formed* * *To know some mountains in UK, Europe and the world* * *Understand effect on environment e.g. climate, also, link to rivers* * *To identify mountains/high ground on a topographical map* * *To know vocabulary: summit, peak, range, chain, topographical*   **Refer back to the project question at the end of the unit** | **Key concepts (geographical skills) from progression document**     |  |  | | --- | --- | |  | **Lower KS2** | | **Location Knowledge** | \*Identify where countries are within the UK and key topographical features.  \*Demonstrate knowledge of features about places around him/her and beyond the UK. | | **Place Knowledge** | Understand why there are similarities and differences between places. | | **Human and Physical Geography** | Identify physical and human features of the locality  Understand the effect of landscape features on the development of a locality  Explain about natural resources e.g. water in the locality | | **Fieldwork** | Gather information  Ask geographical questions  Record findings from fieldtrips  Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph  Add titles and labels giving date and location information  Consider how photo’s provide useful evidence use a camera independently  Locate position of a photo on a map | | **Map Skills** | Using maps  Follow a route on a large scale map  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Making maps  Draw a sketch map from a high viewpoint | | **Core vocabulary:**  **Tier 3**  High ground  Water Cycle  Evaporation  Condensation  Precipitation  Collection  Erode/Erosion  Deposition  Landscape  Source  Tributaries  Mouth  Lake  Bank  Bed  Fork  Silt/Sediment  Fertile  Floodplain  Freshwater  Saltwater  Estuaries  Deltas  Mudflats  Saltmarshes  Coast  Cliff  Summit  Range  Peak  Chain  Topographical  **Tier 2**  Features  Similarities  Differences  Development  Annotated  Observation  Locate  Journey |
| **Curriculum threads to be covered:-**  Reading –   * check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, * identify how language, structure, and presentation contribute to meaning.   Computing –  British Values :   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely (link to values when exploring rivers and identifying them as natural sources of water; exploring issues that affect rivers (pollution))   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year 1 – My School environment & Overview of the UK and World Map*  *Year 2 – Weather patterns & Climate* | | |
| **Suggested Texts:**  <https://www.theschoolrun.com/homework-help/rivers>  <https://kids.britannica.com/kids/article/coast/476241> | | |

     **Year 3 Geography Programme of Study**

**Project: Overview of Europe**

**Question: Do people living on the same continent have the same experiences?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know what a continent is**   * *To know a continent is a land mass* * *Continents are made of groups of countries* * *To know the 7 continents and recognise their shapes* * ***^^ These are KS1 expectations so this should be a reminder and not new learning.***   **To know where Europe is (World Citizen)**   * *Europe is the second smallest continent in size but 3rd largest in population* * *50 countries in Europe* * *Russia is in both Europe and Asia (geographically most of it is in Asia but most of the population are in Europe)* * *Use maps to locate countries and capital cities - children should be able to locate at least 10 countries confidently in Europe by the end of the unit.* * *Understand our locality in context i.e. Lincoln-Lincolnshire- England- UK- Europe*   **To know some European features and landmarks**   * *Human and physical features* * *E.g. mountains, volcanoes, rivers, buildings etc* * *Know how to locate key features using maps and symbols*   **To know the features of volcanoes and earthquakes and how they are formed**   * *Identify main volcanoes in Europe and whether they are dormant or active.* * *Know that the Earth comprises inner core, outer core, mantle and crust and that the crust is made up of tectonic plates* * *Volcanoes are formed when tectonic plates move apart and magma erupts* * *Earthquakes occur when the faults (edges of plates) rub together* * *Know all above vocabulary and: magma chamber, conduit/main vent, crater, eruption cloud, extinct, dormant, active* * *Identify recent earthquakes in Europe - locate them on a map, identify any patterns and how strong they were.*   **To know weather patterns/climate in parts of Europe**   * *Linking to Equator and recognising hot and cold countries on a map* * *Include popular tourist destinations e.g. France, Spain* * *Include Eastern Europe e.g. Poland, Latvia*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Lower KS2** | | **Location Knowledge** | \*Recognise the different shapes of the continents.  \*Demonstrate knowledge of features beyond the UK.  Identify where countries are within Europe, including Russia.  Recognise that people have differing qualities of life living in different locations and environments.  Know how the locality is set within a wider geographical context. | | **Place Knowledge** | Understand why there are similarities and differences between places.  Develop an awareness of how places relate to each other.  Know about the wider context of places – region / country. | | **Human and Physical Geography** | Identify physical and human features of the locality  Explain about weather conditions/patterns around the UK and parts of the Europe  Describe human features of the UK regions, cities and/or counties  Explain about natural resources e.g. water in the locality | | **Map Skills** | Using maps  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass and four figure grid references to identify features on a map  Making maps  Recognise and use OS map symbols, including completion of a key and understanding why it is important | | **Core vocabulary:**  **Tier 3**  Continent  Locations  Region  Country  Climate  Human/Physical  Equator  Capital City  Inner core  Outer core  Mantle  Crust  Tectonic plates  Faults  Magma chamber  Conduit/Main vent  Crater  Eruption cloud  Extinct,  Dormant,  Active  **Tier 2**  Recognise  Features  Demonstrate  Identify  Conditions  Patterns  Locate  Compass points  Scales (maps)  Natural resources  Environment |
| **Curriculum threads to be covered:-**  Reading –   * listen to and discuss a wide range of non-fiction and reference books or textbooks, * retrieve and record information from non-fiction.   Computing –  British Values – **N/A**  PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year 1 – Overview of UK and the World*  *Year 2 – Weather patterns and climate*  *Year 2 Lincolnshire and South Africa* | | |

     **Year 4 Geography Programme of Study**

**Project: Coastal Region: UK and Italy**

**Question: Is tourism the most important aspect of coastal regions?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know some places and features of the Lincolnshire coast**   * *Runs for 80km along North Sea Coast of Eastern England from Humber Estuary to marshlands of The Wash in Norfolk* * *Ports of Grimsby and Immingham* * *Seaside resorts of Cleethorpes, Mablethorpe, Ingoldmells and Skegness* * *Landscape extremely flat (inland, hills on Lincolnshire Wolds)* * *Part tourism, part farming*   **To know some locations and features of the Amalfi coast**   * *Italy is a peninsular, Amalfi Coast is on the Southern coast* * *Large tourist destination with Mediterranean climate* * *Steep coastline with terraced vineyards and orchards (known for lemons)* * *In region of Salerno* * *Focus on Salerno, Sorrento and Positano*   **To know about tourism and industry on the Lincolnshire and Amalfi coast**   * *Piers, promenades, holiday accommodation, shops, amusements etc* * *Lemons, farming, fishing, off shore wind farms*   **To know what wildlife and habitats there are on coasts**   * *UK – estuaries, marshes etc, seals, birdlife* * *Italy – blue lizards, Peregrine Falcons, marine life* * *Conservation*   **To know some landmarks and features of coastal regions in Lincolnshire and the Amalfi Coast**   * *Include cliffs, volcanoes, hills,* * *Tourist attractions e.g. Sealife Centre, Cathedral with relics of St Andrew the Apostle* * *Historical sites and architecture (Amalfi Coast is a World Heritage site)*   **To know the some different produce and foods from the Lincolnshire and Amalfi Coasts**   * *Consider how climate influences these* * *Cheese, honey, ice cream, fish and chips etc Farmers Markets* * *Lemons, pasta, shrimps, redfish, octopus*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Lower KS2** | | **Location Knowledge** | \*Demonstrate knowledge of features about places around him/her and beyond the UK.  Identify where countries are within Europe  Know how the locality is set within a wider geographical context. | | **Place Knowledge** | Understand why there are similarities and differences between places.  Develop an awareness of how places relate to each other.  Know about the wider context of places – region / country. | | **Human and Physical Geography** | Identify physical and human features of the locality  Explain about weather conditions/patterns around the UK and parts of the Europe  Understand the effect of landscape features on the development of a locality | | **Fieldwork** |  | | **Map Skills** | Using maps  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map | | **Core vocabulary:**  **Tier 3**  Marshlands  Estuary  Peninsular  Ports  Resorts  Landmarks  Regions  Produce  Climate  Locality  **Tier 2**  Locations  Features  Database  Annotated  Observation  Evidence |
| **Curriculum threads to be covered:-**  Reading   * Listening to and discussing a wide range of non-fiction and reference books or textbooks. * Retrieve and record information from non fiction.   Computing –  British Values  :   * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other culture   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year 1 – Overview of UK & the World*  *Year 2 – Lincolnshire & South Africa/ Weather Patterns & Climate*  *Year 3 – Rivers, Mountains & Coasts/ Overview of Europe* | | |
| **Suggested Texts:**  <https://en.wikipedia.org/wiki/Lincolnshire_coast>  <https://www.kids-world-travel-guide.com/italy-facts.html>  <https://www.natgeokids.com/uk/discover/geography/countries/facts-about-italy/> | | |

     **Year 4 Geography Programme of Study**

**Project: Mapping and Fieldwork (Location based learning)**

**Question: Do we still need paper maps and atlases in a digital age? Communication**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to locate places on a range of maps**   * *Use maps with a range of scales* * *To name and locate cities in the UK*   **To know how to identify features on a range of maps**   * *Use 8 figure compass directions 4 figure grid references to identify features* * *Identify features on aerial photographs and digital maps*   **To know and understand OS map symbols**   * *Create a map using  OS symbols* * *Create a map from using aerial view* * *Create a key for map* * *Understand why a key is important*   **To know how to follow a route on a map**   * *Follow a route on a large scale map* * *Use 8 figure compass points* * *Use 4 figure grid references*   **To know how to collect evidence from fieldwork**   * *Ask geographical questions* * *Use appropriate terminology* * *Record findings from field trips* * *Draw an annotated sketch* * *Select views to photograph*   **To know how to present data from field trips**   * *Ask geographical questions* * *Use a simple database to present findings* * *Add labels to photographs* * *Locate position of photographs on a map*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Lower KS2** | | **Location Knowledge** | \*Name and locate the cities of the UK. | | **Human and Physical Geography** | Identify physical and human features of the locality | | **Fieldwork** | Gather information  Ask geographical questions  Use a simple database to present findings from fieldwork  Record findings from fieldtrips  Use a database to present findings  Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph  Add titles and labels giving date and location information  Consider how photo’s provide useful evidence use a camera independently  Locate position of a photo on a map | | **Map Skills** | Using maps  Follow a route on a large scale map  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass and four figure grid references to identify features on a map  Making maps  Recognise and use OS map symbols, including completion of a key and understanding why it is important  Draw a sketch map from a high viewpoint | | **Core vocabulary:**  **Tier 3**  Scales  Key/Legend  Compass directions  Grid references  Aerial  Key  Ordnance Survey  *Include other key vocabulary dependent  on location chosen*  **Tier 2**  Locate  Symbols  OS Maps  Database  Digital  Terminology  Record  Annotated |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing – N/A  British Values – **N/A**  PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  ELG 15-Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes  *Year 1 – Our school environment/ Overview of the UK* | | |

     **Year 5 Geography Programme of Study**

**Project: Trade and Economics (Including Fairtrade)**

**Question: Can we exist without trade?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know what trade is and how it became global Communication**   * *Trade is exchanging goods/services* * *Trade has existed since the beginning of civilisation* * *Communication, transport and technology have led to globalisation* * *Understand the geographical concept of ‘scale’* * *To know the top worldwide commodities* * *Know vocabulary: scale, globalisation, exchange, commodities*   **To know where our food comes from and the journey it takes**   * *Know that global trade increases products in the UK* * *Locate sources of some food products* * *Understand how climate and natural resources determine where our foods comes from* * *Know how trade connects countries and populations* * *Consider how the UK leaving the EU could/has had an effect on this* * *Know vocabulary: import, export,*   **To know the stages of the global supply chain**   * *Know that these can take place in different locations* * *Compare physical features of different places in a supply chain e.g. climate, natural resources, location (compare region in UK with a region of a mainland EU country)* * *Compare human features of different places in a supply chain e.g. wealth & development of the country, skills of the population (compare region in UK with a region of a mainland EU country)* * *Know vocabulary: Primary, secondary, tertiary, vocab from ‘raw materials’ to ‘consumer’ in chain*   **To know what the UK exports to other countries**   * *Consider how the UK leaving the EU has had an effect on trade* * *Know what trade links and trade partners are* * *Know which countries we export the most to* * *Investigate whether the UK exports manufactured or raw materials* * *Know vocabulary: trade links, trade partners, manufactured, raw materials,*   **To know the importance of Fairtrade World Citizen**   * *Understand how trade links between less developed and more developed countries work* * *Know about the conditions of places and populations practising Fairtrade* * *Understand how Fairtrade affects the lives of workers in less economically developed countries*   **To know the most profitable exports for different countries**   * *Know that highest-value export is the product that makes the country the most profit through global trade* * *Know what the highest-value export is for some countries* * *To know the impact of human and physical geography on highest-value exports e.g. climate, natural resources, coasts, skills of population, technology, transport links etc.* * *Consider patterns of global trade in what more and less economically developed countries export*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Upper KS2** | | **Location Knowledge** | Recognise the different shapes of countries.  Know and describe where a variety of places are in relation to physical and human features. | | **Human and Physical Geography** | Understand how humans affect the environment over time  Know about changes to the world environments over time  Understand why people seek to manage and sustain their environment  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 | | **Map Skills** | Using maps  Follow a short route on a OS map  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps    Making maps  Draw plans of increasing complexity  Begin to use and recognise atlas symbols | | **Core vocabulary:**  **Tier 3**  Local  National  Global  Global Scale  Globalisation  Import  Export  Global Supply Chain  Primary  Secondary  Tertiary  Raw materials  Supplier  Manufacturing  Distribution  Customer  Consumer  Natural resources  Finished product  Trading Partners  Trading Links  Fairtrade  Economics  **Tier 2**  Goods  Services  Trade  Exchange  Value  Commodities  Sourced  Processed  Produced  Production  Manufactured  Electronics |
| **Curriculum threads to be covered:-**  Reading   * continuing to read and discuss an increasingly wide range of non fiction and reference books or textbooks. * asking questions to improve understanding * retrieve, record and present information from non fiction. * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.   Computing –  British Values :   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England (links with values made when exploring UK leaving the EU and global trade: various institutions that govern trading policies)   PSHE –  Living in the Wider World ˃Money - CORAM Life Education- Spending Wisely (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  Year 1 – Overview of UK & the World  Year 3 – Rivers, Mountains & Coasts  Year 5 – Overview of North & South America | | |
| **Suggested Texts:**  <https://www.rgs.org/schools/teaching-resources/global-trade/> - excellent information & resources to go with lessons  <https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr> | | |

     **Year 5 Geography Programme of Study**

**Project: Overview of North and South America**

**Question:  Would I prefer to live on another continent?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know the different world biomes**   * *To identify lines of latitude/longitude, tropics and hemispheres* * *Recognise the importance of climate to a biome* * *Know vocabulary: Aquatic, Tundra, Grassland, Savannah, Rainforest, Desert, Taiga, Deciduous*   **To know the key aspects of different biomes**   * *Locate different biomes on a world map, identifying patterns with climate  & lines of latitude* * *Climate, vegetation belts* * *Vegetation belts (or zones) change according to climate, soil and precipitation*   **To know some of the countries of North and South America**   * *Recognise that North and South America are continents* * *NA consists of 23 countries, SA of 12 sovereign countries and 3 dependent territories (belonging to UK and France)* * *Identify some key mountain ranges/volcanoes and rivers using maps*   **To know how latitude affects the physical features of a region**   * *Compare features in contrasting places within the Americas and the UK* * *Lines of latitude/longitude, Tropics, hemispheres* * *Identify which lines of latitude North & South America pass through* * *Identify geographical characteristics due to climate zones* * *Use 6 figure grid references* * *Understand timelines (Prime/Greenwich & Meridian timezone)*   **To know the features of Rainforests**   * *Understand the importance of rainforests to environment* * *Know different layers of rainforest* * *Vegetation, animals,  people, buildings, land use, rainfall/climate* * *Issues facing rainforests and their impact - deforestation*   **To know some landmarks and places of interest in North & South America**   * *E.g. Empire State Building, Grand Canyon, Niagara Falls, Machu Picchu, Easter Island,* * *Compare to similar in the UK*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**     |  |  | | --- | --- | |  | **Upper KS2** | | **Location Knowledge** | Recognise the different shapes of countries.  Identify the physical characteristics and key topographical features of the countries within North or South America.  Know and describe where a variety of places are in relation to physical and human features. | | **Place Knowledge** | Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America. | | **Human and Physical Geography** | Understand how humans affect the environment over time  Know about changes to the world environments over time  Understand why people seek to manage and sustain their environment  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, | | **Map Skills** | Using maps  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps    Making maps  Draw plans of increasing complexity  Begin to use and recognise atlas symbols | | **Core vocabulary:**  **Tier 3**  Continents  Sovereign  Territories  Latitude  Longitude  Equator  Northern /Southern Hemispheres  Tropic of Cancer  Tropic of Capricorn  Time Zones  Prime/Greenwichand Meridian  Topographical  Physical & Human geography  Climate  Temperate  Arid  Tundra  Polar  Subtropics  Tropics  Koppen System  Deforestation  **Tier 2**  Dependent  Characteristics  Features  Contrasting |
| **Curriculum threads to be covered:-**  Reading   * continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks * discussing their understanding and exploring the meaning of words in context * distinguish between statements of fact and opinion * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary * provide reasoned justifications for their views.   Computing –  British Values  :   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely (links to values made when exploring issues facing the rainforests and its impact) * Tofurther tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  *Year 1 – Our school environment/ Overview of the UK and the World*  *Year 2 – Lincolnshire and South Africa/ Weather & Climate*  *Year 3 – Rivers, Mountains and Coasts* | | |
| **Suggested Texts:**  <https://www.natgeokids.com/uk/?s=north+america&post_type=> | | |

     **Year 6 Geography Programme of Study**

**Project: Mapping and Fieldwork (location based learning)**

**Question: Is it still important that we can read a map?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how to use an atlas to find information**   * *Know the location of capital cities of countries in the British Isles and the UK* * *Find countries with largest populations and largest areas in each continent* * *Locate capital cities of countries in the European Union*   **To know how to gather information during fieldwork**   * *Decide on methods for data collection* * *Plan which characteristics will be studied during fieldwork and how to record* * *Create annotated sketches which explain geographical processes* * *Choose best viewpoint/angle for sketches and photographs*   **To know how to use and evaluate evidence collected**   * *Evaluate evidence collected and suggest improvements* * *Use graphs to display data* * *Use a database to interrogate data collected* * *Evaluate the value and quality of photographs and sketches*   **To know how to read and use maps and atlases**   * *Follow a route on a OS map* * *Describe features shown on a OS map* * *Use 8 figure compass points and 6 figure grid references* * *Use lines of longitude and latitude*   **To know how to make maps**   * *Draw more complex plans/maps* * *Use and recognise atlas symbols*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Upper KS2** | | **Location Knowledge** | Recognise the different shapes of countries.  Know about the wider context of places e.g. county, region, country.  Know the location of capital cities of countries in the British Isles and the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent. | | **Fieldwork** | Gather information  Select appropriate methods for data collection such as interviews.  Use a database to interrogate/amend information collected.  Use graphs to display data collected  Evaluate the quality of evidence collected and suggest improvements  Sketching  Evaluate their sketch against set criteria and improve it  Use sketches as evidence in an investigation. select field sketching from a variety of techniques  Annotate sketches to describe and explain geographical processes and patterns  Audio/Visual  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  Use photographic evidence in their investigations  Evaluate the usefulness of the images | | **Map Skills** | Using maps  Follow a short route on a OS map  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps    Making maps  Draw plans of increasing complexity  Begin to use and recognise atlas symbols | | **Core vocabulary:**  **Tier 3**  County  Region  Country  City  Boundaries  Landmarks  Physical Features  Human Features  Continent  Population  Latitude  Longitude  Fieldwork    **Tier 2**  Fieldwork  Characteristics  Evidence  Viewpoint  Ordnance Survey  Context  Database  Graphs  Processes  Viewpoint  Angle  Interrogate |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing –  British Values – **N/A**  PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 09-Children demonstrate understanding when talking with others about what they have read  ELG 14-Children talk about the features of their own immediate environment and how environments might vary from one another.  Year 1 – Overview of Uk and the World  Year 3 –  Overview of Europe  Year 4 – Mapping and Fieldwork | | |

     **Year 6 Geography Programme of Study**

**Project: City Life: London and Rio**

**Question: Would life be better in Brazil rather than London?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know how and why London has changed**   * *Rise in population, over last 500 years* * *Change in areas and building inc building materials* * *Link to Industrial Revolution (Y5 History)*   **To know landmarks and features of London**   * *Government buildings* * *Tourist Attractions* * *Include physical and human features.g. River Thames*   **To know how and why Rio has changed Health**   * *Rise in population largely due to migration* * *Lack of housing due to location (mountains one side, coast the other)* * *Crime, poverty, basic amenities* * *Building of edge cities to overcome overcrowding* * *Vast differences in wealth across Rio* * *Know vocabulary: favela, shanty town, urbanisation, migration, edge cities*   **To know landmarks and features of Rio**   * *Physical and human features* * *Beaches, tropical forests* * *Industry and manufacturing e.g. electronics, construction etc.* * *Landmarks e.g. Christ the Redeemer statue, Sugarloaf Mountain, Copacabana* * *Compare to London landmarks and features*   **To know direct comparisons between London and Rio**  **Compare geographical aspects such as:-**   * *population, size, land use, economy, landscape, climate etc.*   **Refer back to the project question at the end of the unit:** | **Key concepts (geographical skills) from progression document**   |  |  | | --- | --- | |  | **Upper KS2** | | **Location Knowledge** | Recognise the different shapes of countries.  Identify the physical characteristics and key topographical features of the countries within South America.  Know about the wider context of places e.g. county, region, country.  Know and describe where a variety of places are in relation to physical and human features. | | | **Place Knowledge** | Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within South America. | | | **Human and Physical Geography** | Understand how humans affect the environment over time  Know about changes to the world environments over time  Understand why people seek to manage and sustain their environment | | | **Map Skills** | Using maps  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately | | | **Core vocabulary:**  **Tier 3**  Favela  Shanty Town  Migration  Urbanisation  Edge cities  Environments  Grid reference  Topographical  **Tier 2**  Characteristics  Carnival  Regions  Population  Economy  Industry  Manufacturing |
| **Curriculum threads to be covered:-**  Reading   * continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * drawing inferences * retrieve, record and present information from non-fiction   Computing –  British Values :   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures * To encourage respect for other people   PSHE – **N/A** | | |
| **Previous learning which will support the learning and skill development in this topic:**  YR  ELG 14-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.  Year 1 – Overview of UK and the World  Year 4 – Mapping and Fieldwork  Year 5 – Overview of North & South America  Year 5 – Trade & Economics | | |
| **Suggested Texts:**  <https://www.bbc.co.uk/bitesize/guides/zqdkkqt/revision/10#:~:text=Natural%20increase%20is%20one%20cause,and%20a%20shortage%20of%20housing.> Population and housing in Rio  <https://www.geographyinthenews.org.uk/issues/issue-20/living-in-rio/ks2/>  <https://www.britannica.com/place/Rio-de-Janeiro-Brazil> | | |