



GEOGRAPHY CURRICULUM

EYFS - YEAR 6

GEOGRAPHY CURRICULUM INTENT

	Autumn 1	Autumn 2	Spring 1	Spring 2 – Geography retrieval focus	Summer 1	Summer 2 – Geography Fieldwork project
EYFS	Marvellous Me Map of Penistone – local church, environment of Penistone, Seasons – Autumn link to Harvest			Marvellous Me Use crucial knowledge identified to revise and recap		Welly Wander – Woodland and Plants Woodland animal hunt. Make leaf crowns. Making suitable homes for fairies.
Year 1	Where do I live? Human and physical features of Penistone Maps – where is Penistone on a map? London – comparison to Penistone			Where do I live? Use crucial knowledge identified to revise and recap		Maps – Our School Grounds and Facilities Devise a simple site map based on observations made.
Year 2	Continents, Oceans and Biomes 7 continents, 5 oceans, biomes Rivers and Oceans Longest rivers in UK			Continents, oceans and biomes Use crucial knowledge identified to revise and recap		Study of the forest area: Woodland Biome Take photographs of different areas and label key features. Progress to basic field sketching.
Year 3	United Kingdom and Surrounding Seas What are maps, OS symbols. UK and surrounding seas.			United Kingdom and Surrounding Seas Use crucial knowledge identified to revise and recap		Maps – Local facilities survey Annotate a base map in the field. Draw a detailed map with a key to show location of amenities.
Year 4	Polar Regions Climate, biomes and the environment (living things) European study on Scandinavia			Polar Regions Use crucial knowledge identified to revise and recap		Road use – modes of transport Collect data and then present in a variety of ways including bar charts.
Year 5	Natural Disasters Structure of the earth, volcanoes, earthquakes and tsunamis			Natural Disasters Use crucial knowledge identified to revise and recap		Comparison of 2 contrasting locations – urban and rural Land use survey – collect data, present and analyse using digital technologies, before analysing findings.
Year 6	Brazil and the Amazon Rainforest Deforestation and environmental impact.			Brazil and the Amazon Rainforest Use crucial knowledge identified to revise and recap		Conservation/sustainability: Local River Study Produce an annotated river sketch identifying positive and negative human interactions.

<p>EYFS</p>	<p>Unit: Marvellous Me – UTW – People, Culture and Communities</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. To talk about where they live 2. To view a map of a known area such as the local church. 3. To compare different environments and how they may differ, specifically homes. 4. To care and respect living things in their environment. 5. To understand the effect of the changes in their environment linked to seasons. <p>END of UNIT OUTCOME: To identify that they now belong to the school community. Harvest Celebration including songs and stories linked to the seasonal event.</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>FM Children can tell you something about where they live.</p> <p>SM Children will talk about what they like about their own immediate environment and how environments might vary from one another. (I like where I live because....)</p> <p>SM Children can describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.)</p> <p>SM Children will talk about what they see, using a wide vocabulary.</p> <p>SM Children will experience looking at Atlases and world globes in the topic hut or curiosity cube.</p> <p>SM Children will begin to understand the need to respect and care for the natural environment and all living things.</p> <p>TM Children understand the effect of changing seasons on the natural world around them. They will identify key signs/images for each season.</p>	<p>I know that I live in my <u>home</u></p> <p>I know that my home might be <u>different</u> to other people’s homes.</p> <p>I understand that we have things the same and things that are different in our homes.</p> <p>I know that I <u>belong</u> to St John Baptist Primary School.</p> <p>I know that St John Baptist Primary School is friends with St John Baptist Church.</p> <p>I know that <u>Harvest</u> is a celebration of the food grown.</p> <p>I know that Harvest takes place in the <u>autumn</u>.</p> <p>I know that Autumn is a <u>season</u>.</p> <p>I understand that Harvest takes place in the autumn when the crops have grown and are ready to be gathered.</p>

<p>Year 1</p>	<p>Unit: Where Do I Live? – Human and Physical Features</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand what a settlement is and how types of settlement differ. 2. Understand they live/attend school in Penistone, which is a town in England. 3. Know what physical and human features are. 4. Identify some physical and human features in Penistone and the local area. <p>END OF UNIT OUTCOME: Discussion/poster – VISIT PENISTONE – about the location of Penistone and some of the human and physical features of Penistone.</p>
<p>NC Objectives</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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 (plus countryside)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use simple fieldwork and observational skills to study the key human and</p>	<p>Key Explicit Knowledge and Vocabulary</p> <p><u>Settlements</u></p> <p>Understand that settlements are places where people live and sometimes work. Understand that there are different types of settlement, depending on how many people live and work there.</p> <p>I know that a <u>village</u> is a small settlement with houses and sometimes a primary school, a few shops, a Post Office and a village hall.</p> <p>I know that a <u>town</u> is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes a railway station and a shopping centre.</p> <p>I know that a <u>city</u> is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p><u>Location of Penistone</u></p> <p>I understand the settlement I live in/go to school is <u>Penistone</u>.</p> <p>I understand that Penistone is a <u>town</u>.</p> <p>Linking the above, I know that this makes Penistone larger than a village, but smaller than a city (share that the closest city is Sheffield).</p> <p>I know that Penistone is in <u>England</u>.</p> <p>I understand that England is a <u>country</u> and there are many countries around the world.</p> <p><u>Human and physical features</u></p> <p>I know that there are things in the world that are made by people and these are called <u>human features</u>.</p>

<p>physical features of its surrounding environment</p>	<p>I know that there are things in the world that are NOT made by people and these are called physical features.</p> <p>I understand that school is a human feature, because it has been made by people.</p> <p>I know that within Penistone, there are both human and physical features.</p> <p>I know some of the human features in Penistone: houses, shops, roads, cinema, church, restaurants and schools.</p> <p>I know some of the physical features in Penistone: fields, trees, grass, hills, rivers and countryside.</p>
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<p>Year 1</p>	<p>Unit: Where Do I Live? – Map Work</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the basic principles of maps 2. Understand the purpose of a map and begin to understand how to use one. 3. Use maps to revisit human and physical features of our local area. <p>END OF UNIT OUTCOME: Carry out a fieldwork activity, using maps to identify human and physical features of Penistone – produce a basic map of the school grounds and immediate local area.</p>
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<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions (north, south, east and west)</p> <p>Use locational and directional language [for example, near and far, left and right], to describe the location of</p>	<p>Maps</p> <p>I know that maps show you what an area looks like from an aerial view (this is also known as a bird’s eye view).</p> <p>I know that aerial means from above (extra teacher knowledge – Aerial comes from the Latin word ‘aerius’ which means ‘high in the air’).</p> <p>I know that maps give us information about places and their locations.</p> <p>I understand that location mean where something is.</p> <p>I know that symbols are used on maps to mark human and physical features of an area and show where they are located.</p> <p>I know that a key is needed on a map to explain the symbols.</p> <p>I know that most maps have compasses.</p> <p>I know the compass directions: North, East, South, West.</p> <p>I know, and can recognise, the following OS Map symbols: <u>road, footpath, school</u>, railway station, castle, parking, place of worship, post office, trees and toilet</p> <p>Human and Physical Geography – Local Area</p> <p>I can use maps to identify and revise key human and physical features of Penistone.</p>

<p>features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment</p>	<p>I can identify human and physical features in Penistone:</p> <p>Human Features: houses, roads, shops, school, church, cinema, restaurants etc.</p> <p>Physical Features: hills, rivers, countryside and fields.</p> <p>Fieldwork</p> <p>I know that fieldwork is used so we can view an area for ourselves.</p> <p>I know how to stay safe when carrying out fieldwork.</p> <p>I can identify human and physical features in Penistone, and explain if and why they are human or physical.</p> <p>I Understand how to record information gathered during fieldwork.</p>
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<p>Year 1</p>	<p>Unit: Where Do I Live? – Let’s Explore London!</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know that London is the capital city of England and know where it is located within the UK. 2. Know and be able to identify key landmarks in London, and explain which are human and which are physical features. <p>END OF UNIT OUTCOME: LONDON DAY – our capital celebration – visit London tourist guide – recorded guided tour of London using Google Maps</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>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</p> <p>Use basic geographical vocabulary to refer to: key human features,</p>	<p>Where is London?</p> <p>I know that we live in a country called England</p> <p>I know London is the capital city of England.</p> <p>I know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral</p> <p>I know that a capital city is usually the largest and most important city in a particular country. It is where leaders of the country are based and make important decisions.</p> <p>I can identify London on a map of the UK.</p>

<p>including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>I know some other important cities in England such as Sheffield, Manchester, Leeds, Liverpool and Newcastle – I can identify these on a map of the UK.</p> <p>I know the nearest city to Penistone is Sheffield. I can identify Sheffield on a map.</p> <p>I know that Sheffield and Penistone are in the North of England and London is in the South of England.</p> <p><u>Landmarks of London</u></p> <p>I know and can identify key landmarks in London and understand their function:</p> <p>Buckingham Palace – the London home of the Queen and the monarchy.</p> <p>Houses of Parliament – a place where important people meet to make vital decisions about our country. It is where British laws are debated and passed (TEACHER KNOWLEDGE: the British parliament of the UK consists of two parts, the House of Commons and the House of Lords – the House of Lords scrutinises decisions made by the House of Commons, particularly laws, and can amend and review approved decisions.</p> <p>Big Ben (also known as Elizabeth Tower) – the bell in the clock tower known as Elizabeth Tower above the Houses of Parliament.</p> <p>St Paul’s Cathedral – an important large church in London where the Bishop of London works.</p> <p>I understand that these landmarks are all human features of London, as they were made by people.</p>
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YEAR 2

<p>Year 2</p> <p>Project 1</p>	<p>Unit: OUR EARTH - Continents, Oceans and Biomes around the world</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none">1. Name and locate the 7 continents2. Name and locate the 5 oceans3. Understand how to use a map to locate continents and oceans4. Understand that the earth's temperature is hotter on the equator and colder at the North and South Poles5. Understand what a biome is <p>END OF UNIT OUTCOME: GEOGRAPHY museum for Y1 and EYFS pupils (OUR EARTH)</p>
	<p><u>Key concepts of the Project:</u></p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Diversity: <i>Understand that environments can be diverse, meaning that they are wide ranging and very different from each other.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p>

NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Name and locate the world's 7 continents</p> <p>Name and locate the world's 5 oceans</p> <p>Use world maps, atlases, globes to identify the countries, continents and oceans</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p>	<p><u>Continents</u></p> <p>I can identify land and water on a map of the world</p> <p>I know that in the world there are areas of land and areas of water.</p> <p>I know that most areas covered by land are split up into continents.</p> <p>I know that a continent is one of Earth's seven main divisions of land.</p> <p>I know the names of the world's 7 continents, and can identify them on a map: Europe, Africa, North America, South America, Asia, Oceania and Antarctica.</p> <p>I know Oceania is sometimes referred to as Australia and Australasia</p> <p>I know that continents make up most – but not all – of Earth's land surface (<u>a very small portion of the total land area is made up of islands that are not considered physical parts of continents – not essential knowledge but useful for teacher understanding</u>).</p> <p>I know that each continent is split up into smaller areas of land called countries.</p> <p>I know that we live in a country called England, which is located in Europe and can identify England on a map.</p> <p><u>Oceans</u></p> <p>I know that most of the world is covered in water. Understand that areas covered by water are split up into oceans.</p> <p>I know the names of the world's 5 oceans: Arctic, Atlantic, Indian, Pacific and Southern.</p> <p>I know that the Southern Ocean was only officially recognised as an ocean in 2021.</p> <p>I can identify each of them on a map.</p> <p>I know that on a map the world, there often looks to be two Pacific Oceans - to understand that this is because the Earth is spherical and they are both part of the same ocean.</p> <p><u>Climate</u></p> <p>To know and understand that the Earth has an imaginary line around it called the Equator.</p> <p>To know that the earth has two smaller imaginary circles around the bottom and top of it. The top is called the North Pole and the bottom is called the South Pole.</p> <p>To understand that different locations on Earth are different temperatures.</p> <p>To know that places near the equator are hotter and places near the North and South poles are colder.</p> <p>To know that climate refers to 'weather conditions in an area over a period of time'</p>

Biomes

To know that the world is made up of different **biomes**.

To know a biome is a large area of the Earth that has its own **environment**.

To know that animals, plants, physical features and climates together make the environment.

To know that there are lots of different biomes in the world, and understand that different biomes have different plants and animals, which are suited to living in their environment.

To know that there are **6 main biomes** and understand some of their features:

Aquatic: these biomes are oceans, seas, rivers and lakes, and make up most of the Earth. These biomes are home to lots of aquatic animals such as fish, penguins, sea lions, dolphins and whales.

Desert (located near the equator): these biomes are near to the equator, and are very hot and are the driest biome. This means not many plants or animals live here, but cacti are one type of plant that can survive in these conditions. Lizards, geckos, snakes and spiders are some animals of this biome.

Forest or woodland: these biomes contain lots of trees. They are warmer than tundra (see below) biomes, but cooler than the other biomes. We live in a woodland biome.

Grassland or savannah: these biomes are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Giraffes, rhinos, elephants and zebras can all be found living in grasslands.

Rainforest (located near the equator): tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to the half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.

Tundra (located near the North and South Poles): this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here. It is near the North and South Poles, where it is coldest.

<p>Year 2</p> <p>Project 2</p>	<p>Unit: OUR EARTH - River and Oceans</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. <i>Recap knowledge of coasts and oceans</i> 2. <i>Know the correct vocabulary to describe a river.</i> 3. <i>Know and be able to locate the longest rivers in the UK and the World.</i> <p>END OF UNIT OUTCOME: OUR EARTH museum – visit to local river with water testing – comparison of local river to world river – presentation</p>
<p>NC Objectives</p> <p>Use basic geographical vocabulary and knowledge to refer to:</p> <p>Physical geography, including rivers</p> <p>Know key topographical features (including hills, mountains, coasts and rivers) within the UK</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (use the area of one of longest rivers in UK and one of the longest rivers in the world to compare features)</p>	<p>Key Explicit Knowledge and Vocabulary</p> <p><u>Oceans and Coasts</u></p> <p>Identify the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>Know that the Pacific Ocean is the largest body of water, covering one-third of the world’s surface.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p>Locate these bodies of water on a map.</p> <p>Understand that where the ocean or sea meets land, is called the coast.</p> <p>Know key vocabulary, be able to identify by pictures and label on a diagram:</p> <p>Know that a sea is smaller than an ocean.</p> <p>Know that a cliff is a steep, rocky slope that overlooks the sea.</p> <p>Know that a cave is a hollow in a cliff, caused by a crack in the cliff being widened by waves.</p> <p>Know that a beach is an area of sand or pebbles along a coast.</p> <p>Know that a bay is a wide, curved area of a sea or lake next to land.</p> <p><u>Rivers</u></p> <p>Understand that a river is a large natural stream of water flowing in a channel to the sea, a lake, or another river</p> <p>Know that water always flows downstream, which means it flows downhill towards the sea. Use arrows on a map of UK rivers to show the direction of water flow.</p> <p>Know key vocabulary, be able to identify by pictures and label on a diagram:</p> <p>Know that a stream is a small, narrow river.</p>

Know that a **canal** is a man-made waterway, which is used by boats and ships to transport goods across land.

Know that an **estuary** is where a river meets the ocean and the river and ocean mix.

Know that the **mouth** of a river is the end of it, where it meets the sea, a lake or another river.

Know that the **source** of a river is where it starts.

Know that a **tributary** is a small river or stream that joins a bigger river.

Know that the **riverbed** is the bottom of the river and it is usually made of sand, rocks or mud.

Know that the **current** is the strength and speed of a river.

Know that the **riverbank** is land at the side of a river.

Know the five longest rivers in the UK:

1. **Severn** (354km)

2. **Thames** (346km)

3. **Trent** (298km)

4. **Great Ouse** (230km)

5. **Wye** (215km)

Know that the longest river through the South Yorkshire is The River Don (113km).

Plot these 6 rivers on a map of the UK.

Know the five longest rivers in the world:

1. **Nile** (6700km) *Africa*

2. **Amazon** (6400km) *South America*

3. **Yangtze** (6300km) *Asia*

4. **Mississippi-Missouri** (6000km) *North America*

5. **Yenisei-Angara-Selenga** (5500km) *Europe/Asia*

Know the names and locations of the seven continents: **Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.**

Use knowledge of continents to plot these rivers on a map of the world.

<p>Term: Year 3</p>	<p>Unit Title: Maps The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the purpose of a map. 2. Understand different types of maps and how to read them. 3. Apply this knowledge to read maps confidently. <p><i>This unit builds on the basic introduction to reading maps, pupils have in Year 1. This unit is instrumental in giving pupils the skills they will require to access the geography curriculum across KS2. Pupils will be expected to read maps and atlases more independently as they progress and this unit will give them the knowledge to do that.</i></p> <p>END OF UNIT OUTCOME: Produce a detailed map of Penistone/local area – include OS symbols (VITAL for progression) - walk of local area to plot key landmarks</p>
	<p><u>Key concepts of the Project:</u></p> <p>Terrain: <i>Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.</i></p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Use 4- and 6-figure grid references</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure record and present</p>	<p>Maps</p> <p>I know and understand that from space, the Earth looks like a sphere, or ball, containing land and water.</p> <p>I know that a globe is a model of the Earth and shows what it looks like from space.</p> <p>I understand that globes show how the land is divided into different countries - around 200 of them.</p> <p>I know that the countries on our planet are located in seven different continents.</p> <p>I know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. (Review)</p> <p>I understand that maps are useful tools to help people find their way to and from somewhere.</p> <p>I know that they are much easier to carry than a globe and much more detail can be added to them.</p> <p>I know and understand that maps can show the whole world, a single country or even a single town or village.</p> <p>I know that maps of different countries can be put together in a book called an atlas or they can be on a single sheet of paper.</p> <p>I know that maps can be on paper or on a mobile phone, tablet or computer.</p>

<p>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>I know that in the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs, which are photographs taken from space by satellites and joined together to make very detailed images.</p> <p>I know that some maps are so detailed that you can zoom in and see a birds-eye view of where you live.</p> <p>I know that a bird's eye view is an area, as it looks from above.</p> <p>I understand that a map is a two-dimensional drawing of an area.</p> <p>I know that maps can show the countryside, a town, a country or even the whole world.</p> <p>I understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills.</p> <p>I know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere.</p> <p>Reading Maps</p> <p>Compass Points:</p> <p>I know and understand that the top of most maps is north and a compass can be used to find which direction north is.</p> <p>I know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</p> <p>I understand that on a compass the needle always points north, so when that is lined up with the map it is easy to see in which direction things are.</p> <p>Scales:</p> <p>I know that maps are not drawn to the same size as the ground because they would be far too big, instead they are drawn to a smaller scale.</p> <p>I know and understand that the scale on a map is a set of numbers that can be used to compare distances and can be written, for example, as 1:25,000 – I therefore know this means that the actual size of the ground is 25,000 times bigger than it is on the map.</p> <p>I know and understand that scale can also be written as cm to km - for example 4cm to 1km means that every four centimetres on the map is one kilometre in real life.</p> <p>Grid References:</p> <p>I know that a grid reference tells you where something is on a map.</p> <p>I know that there are two parts to a grid reference:</p> <p>The 1st letter or number tells you how far across the map something is.</p> <p>The 2nd letter or number tells you how far up the map something is.</p> <p>I know that all the grid lines are numbered to help find specific areas on the map.</p> <p>I know that Eastings are the numbers that run from left to right on the map.</p>
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I know that **Northings** run from south to north.

I know and understand that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference.

I understand that this is the reference for the bottom left corner of a square on the map.

I know that **four-figure grid references** are used to locate a particular grid square on a map.

I know that this makes it easier to search the map for features.

I am beginning to understand that we can use **six-figure grid references** to find an exact location within a grid square, so they are much more accurate than four-figure grid references.

Keys and Symbols:

I know that **symbols** are used on a map to represent the **human and physical features** of an area and show where they are located.

I know that a **key** is needed on a map to explain the symbols.

Revise the following OS Map symbols (*Review Yr 1 MAPS*) - road, footpath, school, railway station, castle, parking, place of worship, post office, trees and toilet

I know the following new OS symbols - motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve.

I know that a key is needed on a map to explain the symbols.

I can apply skills to draw a map of the local area using relevant symbols.

Contours:

I know and understand that some maps, especially ones that people use to find their way around the countryside, contain **contour lines**.

I know that contour lines are lines that show high and low areas of land.

I know that when the contour lines are close together it means the hill or mountain is steep, when they are far apart it means the land is flatter.

I know that areas of different heights are also often shown using different colours – a key is used to show how high the land is.

This is useful to know when planning a route, to see whether it is going to be a hike up a steep mountainside or a walk on flat ground.

Using Atlases

I know that an **atlas** is a collection of maps.

I know that within an atlas, there are different types of Maps depending on what you need.

I know and understand that the best way to find a location within an Atlas is to look at the **index**.

I know that the index is at the back of the atlas and that it lists locations alphabetically.

I know that when you find the location in the index, there will be a page number and grid reference to help you locate it in the atlas.

<p>YEAR 3 Project 2</p>	<p>Unit Title: United Kingdom and Seas <i>The aim of this unit is for pupils to:</i> 1. Know the countries in the UK, their capital cities and their flags. 2. Know the seas and oceans surrounding the UK. END OF UNIT OUTCOME: Celebration of the UK day – invite parents – aspects of each country celebrated – include Great British dishes, sports invented in the UK, famous faces etc.</p>
	<p>Key concepts of the Project: Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i> Settlement: <i>Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</i></p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>I know that we live in England, which is a country in the UK.</p> <p>I know that 4 countries make up the UK.</p> <p>I know and can locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p> <p>I know that UK stands for 'The United Kingdom of Great Britain and Northern Ireland', usually this is shortened to 'The United Kingdom'.</p> <p>I know that Great Britain is the name for England, Wales and Scotland.</p> <p>I know that Northern Ireland is part of an island to the west of the UK.</p> <p>I know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK.</p> <p>I know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish.</p> <p>I know and understand that each of the countries in the UK have their own capital city.</p> <p>I know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral (REVIEW).</p> <p>I know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</p> <p>I know that the government of each country is based in its capital city.</p> <p>I know capital cities in the UK and locate these cities on a map of the UK: London, Cardiff, Edinburgh and Belfast.</p> <p>I know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p>I know and understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</p>

I can locate these bodies of water on a map.

I know and understand that **body of water** is a term used to refer to large areas of water e.g., lakes, seas, oceans.

I know that the English Channel separate the UK and France, which is another country in **Europe**.

I understand that The English Channel is narrow and at its narrowest point it is only 21 miles wide.

I know that to travel to France people can catch a **ferry** which is a type of boat, or travel under the English Channel through the Channel Tunnel.

I know that people can travel in a car or on a train through the Channel Tunnel.

I know that people swim The English Channel.

Know that the **Union Jack** is the national flag of the United Kingdom:



I know that this combines aspects of three older national flags: the red cross of St George for the Kingdom of England, the white saltire (diagonal cross) of St Andrew for Scotland, and the red saltire (diagonal cross) of St Patrick to represent Ireland.

St George's Cross (England):



St Andrew's Flag (Scotland):



St Patrick's Cross (Ireland):



I know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a **union**.

<p>Year 4 Project 1</p>	<p>Unit: POLAR REGIONS</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand and locate lines of latitude and longitude. 2. Understand the environment in the Arctic and Antarctic Circles. 3. Understand what Climate Change is and the impact it is having on the world’s polar regions. <p>END OF UNIT OUTCOME: Ends of the Earth presentation – museum style presented to parents and other members of the local community – letters to important figures about climate change and the impact on Earth – peaceful protest to stand up for change in our planet</p>
	<p>Key concepts of the Project:</p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location’s proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i></p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Identify the position and significance of Arctic and Antarctic Circle</p> <p>Identify the position and significance of Northern</p>	<p>Compass Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</p>

<p>Hemisphere and Southern Hemisphere</p> <p>Physical geography, including biomes and vegetation belts</p> <p>Physical geography, including climate zones</p> <p>Use the 8 points of a compass</p>	<p><u>Labelling the Earth</u></p> <p>I know where the Equator is located and the impact this has on temperature.</p> <p>I know that it is an imaginary line drawn around the world.</p> <p>I know that countries near the equator are warmer than those further away from the equator.</p> <p>I know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator.</p> <p>I know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures.</p> <p>I understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude.</p> <p>I understand that the Equator is a line of latitude.</p> <p>I know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.</p> <p>I know that anything lying south of the Equator is in the Southern Hemisphere.</p> <p>I know that anything lying north of the Equator is in the Northern Hemisphere.</p> <p>I can identify the hemispheres on a map.</p> <p>I know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</p> <p>I know that the Prime Meridian is a line of longitude, which runs through London.</p> <p>I know that anything lying east of the Prime Meridian is in the Eastern Hemisphere.</p> <p>I know that anything west of the Prime Meridian is in the Western Hemisphere.</p> <p>I can identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p><u>Arctic Circle</u></p> <p>I know that the Arctic Circle is at the north of the earth.</p> <p>I know that the North Pole is the most northern point and it is in the Arctic Circle.</p> <p>I know that the Arctic Circle is in the Northern Hemisphere.</p> <p>I know that two continents are within the Arctic Circle:</p> <p>Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland</p> <p>North America - USA, Canada</p> <p>I understand that only parts of these countries are within the Arctic Circle.</p>
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I know that the **Arctic Ocean** is in the **Arctic Circle**.

Using knowledge of how to use an atlas and map reading, I can identify these countries on a world map.

I know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months.

I know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.

I know that the average temperatures in the Arctic range from about 12oC in the summer to about -34oC in the winter.

Antarctica

I know that the **Antarctic Circle** is at the south of the earth.

I know that the **South Pole** is the most southern point and it is in the Antarctic Circle.

I know that the Antarctic Circle is in the **Southern Hemisphere**.

I know that **Antarctica** is the only continent inside the Antarctic Circle.

I know that Antarctica is in the **Southern Ocean**.

I understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it.

I know that Antarctica's winter lasts for 8 months.

I know that Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89oC

I know that the average temperatures range from about 10oC in the summer to -60oC in the winter.

I know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile.

I know that Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.

Tundra Biome

I understand that Arctic and Antarctic Circles have the coldest **climate** on earth.

I know that climate refers to 'the weather conditions in an area over a long period of time.'

I know that the coldest recorded temperature in Antarctica is -89 °C.

I know that the coldest recorded temperature in the Arctic is -67.7 °C.

I can compare this to today's current temperature in Penistone.

I know that within the Arctic and Antarctic Circles is a **Tundra Biome**.

I know that **this** biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here.

I know that this biome can only be found near the North and South Poles, where it is coldest.

I know that permafrost exists around the North and South Poles and that this is where the ground is frozen for two or more years without thawing.

I know that this makes it very difficult for life to flourish.

I know and begin to understand that some animals are able to survive in these harsh environments:

Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.

Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins

Comparing Arctic and Antarctic

	ARCTIC	ANTARCTIC
Location	Arctic Circle Northern Hemisphere Continents - Europe and North America Arctic Ocean	Antarctic Circle Southern Hemisphere Continent - Antarctica Southern Ocean
Climate	The Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months. In the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months. The average temperatures in the Arctic range from about 12oC in the summer to about -34oC in the winter.	Antarctica's winter also lasts for 8 months. Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile! Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years. Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89oC. The average temperatures range from about 10oC in the summer to -60oC in the winter.
Physical Features	Most of the Arctic is covered by water and most of that water is frozen. There are: Mountains Islands Fjords Icebergs Glaciers	There are: Mountains Seas Valleys Icebergs Volcanoes

Human Features	<p>People have lived in the Arctic for thousands of years. Only about 4 million people live and work in the Arctic at the moment (for comparison, there are 66 million in the UK).</p> <p>In the winter, it can get so cold that it's too dangerous to go outside without special clothing and equipment. Strong storms and blizzards can make travel very difficult and heating a home can be expensive without trees for a fire.</p> <p>Mining for oil and gas, and fishing are important activities in the Arctic.</p>	<p>No people permanently live in Antarctica because it is too cold for them to live there for a long time. Scientists take turns living there for short periods of time to study the ice and the animals. Tourists also sometimes visit in the summer.</p> <p>There are no towns or cities in Antarctica.</p>
Animals	<p>Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.</p>	<p>Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins</p>

Climate Change

I know and am beginning to understand that **climate change (or global warming)**, is the process of our planet heating up.

I know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C.

I know and understand that humans contribute to global warming by:

1. Burning fossil fuels (burning coal and oil)
2. Farming (cows producing methane gas)
3. Deforestation (cutting down trees)

I know that this can have a negative impact for our world, especially in the Arctic and Antarctic.

I know that a warmer climate could affect our planet in a number of ways:

1. More rainfall
2. Changing seasons
3. Shrinking sea ice
4. Rising sea levels

I know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.

I know and understand that this is destroying the habitats of the animals living in these environments and they are struggling to survive.

I know that we can help climate change by:

	<p>1. Walking or cycling rather than travelling in cars or buses.</p> <p>2. Using less energy - turn off lights, TVs, laptops etc when you aren't using them.</p> <p>3. Recycling</p>
Year 4 Project 2	<p>Unit: EUROPEAN STUDY – SCANDINAVIA</p> <p>Unit Title: Scandinavia</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand and locate lines of latitude and longitude. 2. Understand where Scandinavia is located, the countries it consists of and their key features. <p>END OF UNIT OUTCOME: Scandinavia theme day – dress up – look at famous dishes – produce a museum to share with parents our learning around the physical and human geography of these countries – present findings on comparisons between UK area and area of Scandinavia</p>
	<p>Key concepts of the Project:</p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i></p>
NC Objectives	Key Explicit Knowledge and Vocabulary
Locate the world's countries, using maps to focus on Europe	<p>Scandinavia</p> <p>I know and understand that Scandinavia is located within the Arctic Circle, in Northern Europe.</p>

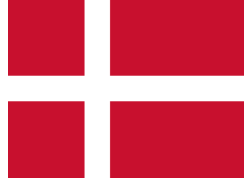


(including the location of Russia)

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

I know that 3 countries (**Norway, Denmark and Sweden**) make up Scandinavia.

I know that these countries are colder than the UK as they are further North, away from the **equator**.

Using knowledge of how to use an atlas and map reading, locate these countries on a map of Europe.

	DENMARK (Kingdom of Denmark)	NORWAY (Kingdom of Norway)	SWEDEN (Kingdom of Sweden)
Flag			
Capital City	Copenhagen	Oslo	Stockholm
Language	Danish	Norwegian	Swedish
Population	5.5 million people	5.08 million people	9.5 million people
Location	Shares a land border with Germany and is connected to Sweden by a bridge. Also includes the self-governing territories of the Faroe Islands and Greenland in the north Atlantic Ocean.	Shares a border with Russia, Finland and Sweden.	Shares a land border with Finland and Norway, and is connected to Denmark by a bridge.
Environment	A flat country. Around 65% of Denmark is farmland and 11% woodlands. Denmark also has many beautiful beaches around its coastline.	Fjords and mountainous terrain. Fjords are narrow inlets from the sea, with steep mountains on either side. An inlet is a long, narrow bit of water that goes from the sea to land.	Forests cover over 50% of Sweden. There are also around 100,000 lakes and over 24,000 islands throughout the country. The largest lake is Lake Vanern.
Famous for...	LEGO was invented in Denmark. Hans Christian Anderson came from Denmark - he is an author who wrote fairy tales such as: The Little Mermaid, The Princess and the Pea, The Snow	Norway is often described as the "Land of the Midnight Sun", because during the summer months they have around 20 hours of sunlight a day.	A famous dish of Sweden is Swedish meatballs, served with gravy, boiled potatoes and lingonberry jam. World's 3rd largest producer of music (after UK and USA).

		Queen and The Emperor's New Clothes.		
<p>USE ALL OF THE KNOWLEDGE GAINED IN BOTH UNITS TO CARRY OUT A STUDY OF HUMAN AND PHYSICAL GEOGRAPHY OF THE UK AND A REGION IN A EUROPEAN COUNTRY – THIS SHOULD INCLUDE ELEMENTS OF MAP WORK, LOCATE AT CALIMATE ZONES AND OTHER ELEMENTS OF THE EARTH’S STRUCTURE, LAND USE AND OTHER HUMAN FEATURES INCLUDING SUSTAINABILITY AND ECOMNOMIC TRADE.</p>				

<p>Year 5 Project 1</p>	<p>Unit: Natural Disasters</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know the structure of the earth and how this contributes to natural disasters such as: volcanoes, earthquakes and tsunamis. 2. Understand how volcanoes, earthquakes and tsunamis occur and the impact they have. 3. Know an overview of other natural disasters <p>END OF UNIT OUTCOME: Produce a report/presentation for locals on natural disasters – Produce a film sharing all knowledge of natural disasters – build working models demonstrating HOW and WHY natural disasters occur (share as a museum)</p>
	<p>Key concepts of the Project:</p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Volcanoes: <i>Understand that a volcano is an opening in the earth’s crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Understand that volcanic eruptions can have both positive and negative implications. Understand that volcanic eruptions can impact on the physical geography of an environment.</i></p> <p>Fertile: <i>Understand that land or soil that is fertile is able to support the growth of a large number of strong healthy plants. Understand that plants and animals thrive in areas with fertile soil. Understand that fertile soil can be the result of volcanoes and rivers.</i></p> <p>Development: <i>Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</i></p>

	Sustainability: <i>Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</i>
NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Physical geography, including volcanoes and earthquakes</p> <p>Human geography, including the distribution of natural resources including energy, food, minerals and water</p> <p>Human geography, including types of settlement and land use</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>The Structure of the Earth</u></p> <p>I know the structure of the Earth - crust, mantle, outer core and inner core.</p> <p>I know that the crust is a layer of rock around the Earth.</p> <p>I know that the mantle forms about half of the Earth</p> <p>I know that the upper mantle is hard but there is magma (liquid rock) beneath.</p> <p>I know that the core is mostly made of iron.</p> <p>I know that temperatures at the core can reach 5500°C</p> <p><u>Tectonic Plates</u></p> <p>I know that the earth's crust is made up of different pieces, called tectonic plates.</p> <p>I know and understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.</p> <p>I know that the edges of plates, where two plates meet, are called fault lines or faults.</p> <p>I understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes.</p> <p>I understand that faults can rub together, push toward each other, or pull away from each other.</p> <p><u>Volcanoes</u></p> <p>I know and can explain that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.</p> <p>I understand that the openings in the earth's crust are along fault lines, where the different plates meet.</p> <p>I know that volcanoes form when magma reaches the Earth's surface, causing eruptions of lava and ash.</p> <p>I know that lava is what we call magma when it is above ground.</p> <p>I know that as lava cools it forms solid rock.</p> <p>I know the causes of a volcanoes:</p> <ol style="list-style-type: none"> 1. Magma rises through cracks or weaknesses in the Earth's crust.

- 2. **Pressure** builds up inside the Earth.
- 3. When this pressure is released, magma explodes to the surface causing a **volcanic eruption**.
- 4. Over time, after several eruptions, the rock builds up and a volcano forms.

Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'

Structure of a Volcano

I know the structure of a volcano including **magma chamber, main vent, secondary vent, secondary cone, crater**.

I know how to label a diagram of a volcano.

I know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean)

Classifying Volcanoes

I know that volcanoes can be described in terms of activity and can be:

Active - A volcano that has erupted recently and is likely to erupt again.

Dormant - A volcano that has not erupted for a long time, however, it may still erupt in the future.

Extinct - A volcano that erupted thousands of years ago and will probably never erupt again.

Positive and Negative Effects

I know that volcanic eruptions can have a **devastating effect** on people and the environment.

However, volcanoes can also have a **positive impact** on an area. These positive impacts can help to explain why people choose to live near volcanoes.

POSITIVE	NEGATIVE
The dramatic scenery created by volcanoes and volcanic eruptions attracts tourists, therefore bringing income to the area.	Many lives can be lost as a result of volcanic eruptions. Human and natural landscapes can be destroyed and changed forever.
The lava and ash deposited during an eruption breaks down to provide valuable nutrients for the soil. This creates very fertile soil, which is good for agriculture.	If the ash and mud from a volcanic eruption mix with rain water or melting snow, fast moving mudflows are created. These can be very dangerous.
When volcanoes erupt underwater, islands can form which otherwise wouldn't have existed e.g. The Galapagos Islands, Hawaii etc.	Gases released from volcanoes can suffocate animals and people.

Mount Etna Study.

Know that there are 3 active volcanoes in Italy:

1. **Mount Etna** (which is the tallest active volcano in Europe)

2. **Mount Vesuvius**

3. Mount Stromboli

I know that active means they have had at least one eruption during the past 10,000 years.

I know that Mount Etna is located in **Sicily** and is one of the largest volcanoes on Earth.

Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map.

I know that there were large eruptions in 1669, 1971, 2017.

I know that about a quarter of the **population** of Sicily live near Etna.

I know that this is because the soil is very **fertile** as a result of the volcanic activity and this ensures good conditions for growing **citrus fruit**, such as lemons and limes.

I know that many people from around the world come to see Mount Etna bringing money into the economy. This is an example of **tourism**.

I know that the people living near Etna look for **warning signs** such as an increase in temperature near the volcano, an increase in gas being released or a change in the shape of the volcano.

Know that when an eruption is expected sometimes people are **evacuated** from their homes.

Earthquakes

I know that **earthquakes** are a violent jolt that shakes the land.

I understand that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors or earthquakes.

I know that earthquakes are measured on the **Richter Scale**.

I understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.

I know and understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens.

I know that many earthquakes are very small and unnoticeable.

I know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.

I understand that occasionally stronger earthquakes happen and these can be very dangerous.

I know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.

I know that the place directly above the ground where the earthquake starts is called the **epicentre**.

I know and understand that the further you are away from the epicentre, the less you feel the earthquake.

Tsunami

I know that **Tsunami** is a Japanese word which means 'harbour wave'.

I know that a tsunami is a large sea wave caused by a large volume of water, being moved.

I know that they are often caused by earthquakes happening under the ocean.

I know that a tsunami looks like a very large wave.

I understand a tsunami flows onto the land in large waves, causing destruction and flooding.

Overview of other natural disasters

I know that an **avalanche** is a large mass of snow that falls down the side of a mountain.

I know that **floods** are a large amount of water covers an area which is usually dry, for example when a river flows over its banks

I know that **forest fires** are large, uncontrolled fires in a forest or wooded area

I know that **hurricanes** are an extremely violent wind or storm

I know that a **tornado** is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.

Study photos and videos of these phenomena.

<p>Year 5 Project 2</p>	<p>Unit: Study of a European Country: ITALY</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know where Italy is located within Europe. 2. Understand the key physical and human characteristics of Italy. <p>END OF UNIT OUTCOME: Italy day – invite parents – Tourist guide to Italy – present and record – Mt. Etna Project/Report</p>
	<p>Key concepts of the Project:</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</p> <p>Terrain: Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.</p> <p>Landform: Understand that a landform is a natural feature of the Earth's surface. Understand that landforms can be formed by tectonic plate movement (such as mountains and hills) and by erosion from water (such as valleys, cliffs and caves).</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Know countries and major cities in Europe</p> <p>Concentrate on environmental regions in Europe</p>	<p>Location</p> <p>I know that Italy is located within the continent of Europe.</p> <p>I know that Italy is located in Southern Europe in an area called the Mediterranean.</p> <p>I know and understand that the area is called this, as it surrounds the Mediterranean Sea.</p> <p>Using knowledge of how to use an atlas and map reading, I can locate Italy and the Mediterranean Sea on a map of Europe.</p> <p>I know that Italy has two large islands: Sardinia and Sicily.</p> <p>Recognise that Italy is often compared to the shape of a boot with the island of Sicily at the end of the 'boot'.</p> <p>Using knowledge of how to use an atlas and map reading, I can locate Sardinia and Sicily on a map of Europe.</p> <p>I know and understand that within Italy, there are two small countries which govern themselves: San Marino and The Vatican City.</p> <p>Using knowledge of how to use an atlas and map reading, I can locate San Marino and The Vatican City on a map of Europe.</p>

Know key physical and human characteristics of locations in Europe

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

I know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian)



Listen to the national anthem: <http://anthemworld.com/Italy.html>

Physical Geography

Climate

I know that climate is the weather in a location over a long period of time.

I know that Italy is warmer than the UK as it is further South, closer to the **equator**.

I know that Italy has a Mediterranean climate which has mild winters and hot, dry summers.

I know the north of Italy is generally cooler (especially in the mountains) and can get snow in winter,

Coast

I know that a coast is where the land and sea meet.

I know that Italy has a large coastline.

I know that the Italian coast is a mixture of sandy beaches and rocky cliffs

Mountains

I know that a mountain is a large landform that rises above the surrounding land.

I know that there are two mountain ranges:

1. The **Alps** which cut across the top of the country.
2. The **Apennines** mountains stretch south down the entire length of the country.

Lakes

I know that a lake is a large body of water.

I know that there are long, thin lakes located in the north of Italy.

I know and understand that these lakes can be found dotted between the Alps.

I know that the largest of these lakes is **Lake Garda**.

Volcanoes (linked to project 1)

Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.

Know that there are 3 active volcanoes in Italy:

1. **Mount Etna** (which is the tallest active volcano in Europe)

2. **Mount Vesuvius**

3. **Mount Stromboli**

ALL OF THE KNOWLEDGE GAINED IN BOTH UNITS WILL BE USED TO CARRY OUT A STUDY OF HUMAN AND PHYSICAL GEOGRAPHY OF THE UK AND A REGION IN A EUROPEAN COUNTRY LATER IN THE ACADEMIC YEAR – THIS WILL INCLUDE ELEMENTS OF MAP WORK, LOCATE AT CLIMATE ZONES AND OTHER ELEMENTS OF THE EARTH'S STRUCTURE, LAND USE AND OTHER HUMAN FEATURES INCLUDING SUSTAINABILITY AND ECONOMIC TRADE.

<p>Year 6</p>	<p>Unit: BRAZIL AND THE AMAZON RAINFOREST</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Deepen their understanding of continents, by learning about a specific area in South America - including a key city (Rio de Janeiro). 2. Understand that the Amazon rainforest is located in Brazil and know some of its features. 3. Apply their knowledge of human and physical features of an area of the UK and compare them to an area of Brazil. 4. Understand where the Amazon River and Amazon Rainforest are located and the impact this has on their climate. 5. Understand the human and physical geography of the region, including the structure of the rainforest and human settlements. 6. Understand the impact of deforestation on the environment. <p>END OF UNIT OUTCOME: Brazil day - Invite parents for sections - Presentation all about Brazil – tourist guide - Mini-carnival - SAVE THE RAINFOREST peaceful protest – include fundraising activities.</p>
	<p>Key concepts of the Project:</p> <p>Physical Features: <i>Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</i></p> <p>Continents: <i>Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</i></p> <p>Oceans and Seas: <i>Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</i></p> <p>Biomes: <i>Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</i></p> <p>Environment: <i>Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</i></p> <p>Climate: <i>Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</i></p> <p>Human Features: <i>Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>

	<p>Resources: Understand natural resources are all the land, forests, energy sources and minerals existing naturally in a place that can be used by people. Understand that some of these natural resources are not renewable, meaning that if they aren't used sustainably, they will run out. Understand that countries can have other resources that aren't natural such as wealth and labour.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</p> <p>Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</p> <p>Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</p>
NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Concentrate on environmental regions in South America</p> <p>Locate the world's countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</p>	<p><u>Continents (mainly review knowledge)</u></p> <p>I know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia/Australasia) and Antarctica.</p> <p>I know that a continent is a large area of land that contains different countries.</p> <p>I know and can locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>I know where the Equator is located and the impact this has on temperature.</p> <p>I know that it is an imaginary line drawn around the world.</p> <p>I know that countries near the equator are warmer than those further away from the equator.</p> <p>I know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator.</p> <p>I know the compass directions: North, South, East, West.</p> <p>I understand and can use directional language: near, far, left, right, forward, backward.</p> <p>I know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south of Europe.</p>

<p>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</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America</p>	<p><u>Compass</u> Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</p> <p><u>Labelling the Earth</u> I know where the Equator is located and the impact this has on temperature. I know that it is an imaginary line drawn around the world. I know that countries near the equator are warmer than those further away from the equator. I know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. I know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. I understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. I understand that the Equator is a line of latitude. I know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. I know that anything lying south of the Equator is in the Southern Hemisphere. I know that anything lying north of the Equator is in the Northern Hemisphere. I can identify the hemispheres on a map. I know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. I know that the Prime Meridian is a line of longitude, which runs through London. I know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. I know that anything west of the Prime Meridian is in the Western Hemisphere. I can identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p><u>Brazil</u> I know that Brazil is the largest country in the continent of South America. I know the names of South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay, Venezuela. I can identify Brazil on a map of South America and a map of the world.</p>
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I know that Brazil's **coast** is along the Atlantic Ocean.

I know that **Brasilia** is the capital city of Brazil.

I know that the official language of Brazil is **Portuguese** and Brazil is the only Portuguese speaking country in South America.

I know that Portuguese is a language spoken in Portugal, a country in Europe.

I know that the main religion of Brazil is **Christianity**.

I can identify the Brazilian flag:



Rio De Janeiro

I know that **Rio de Janeiro** is a famous city in Brazil.

I can locate Rio de Janeiro on a map of Brazil.

I know that lots of people visit Rio de Janeiro, as it is a **tourist** destination.

I know that Rio de Janeiro is located on the **coast** of Brazil.

I know that the **topography** of Rio de Janeiro is mainly made up of water, mountains and forest.

I know that Rio de Janeiro has a **tropical climate** due to the forests surrounding it.

I can share some facts about the generic weather in Rio de Janeiro e.g. occasionally temperatures can reach a high of 40°C, but mostly they hover around 30°C, average annual rainfall varies from 1200mm and 2800mm, hot summer months experience heavy and rapid rains during the evening.

Know key features of Rio de Janeiro:

Christ the Redeemer






Human Feature

I know Christ the Redeemer is a statue of Jesus Christ, which stands above the city of Rio de Janeiro.

I know that the statue was built as a symbol of Brazilian Christianity.

I know that the statue is 30m tall.

<p>Copacabana Beach</p>		<p>Physical Feature</p> <p>I know that Copacabana Beach is one of the most famous beaches in the world.</p> <p>I know that many tourists visit this beach each year, including around 2 million people on New Year's Eve alone.</p> <p>I know that the beach stretches for 4km.</p>
<p>Rio Carnival</p>		<p>I know that each year Rio hosts a large carnival.</p> <p>I know that the carnival is 5 days long and 2 days of that are a public holiday where people living in Rio don't have to go to work or school.</p> <p>I know that people attending dress up in colourful costumes and large floats with dancers on them, travel down the streets.</p>
<p>Sugarloaf Mountain</p>		<p>Physical Feature (with Human Feature elements)</p> <p>I know that this is a famous natural landmark, due to its unique shape.</p> <p>I know that a glass-walled cable car runs along a 1400m route in the air between Sugarloaf and other mountains.</p> <p>I know this cableway was opened in 1912 and was the first of its kind in Brazil (3rd of its kind worldwide)</p>
<p><u>Amazon Rainforest</u></p> <p>I know that a tropical rainforest is a kind of biome.</p> <p>I know and understand that the world is made up of different biomes.</p> <p>I know that a biome is a large area of the earth that has its own environment.</p> <p>I know that animals, plants, physical features and climate together make the environment.</p> <p>I know that there are lots of different biomes in the world.</p> <p>I know that different biomes have different plants and animals, which are suited to living in their environment</p>		

I know and understand that tropical rainforests are located along the **equator**, due to the amount of sunshine and rainfall these areas have.

I know the Amazon Rainforest is located in the north of South America, along the equator.

I know that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana.

I know that the majority of the Amazon Rainforest is located within Brazil.

I know that rainforests also exist in: **North America, Africa, Asia** and **Oceania** following the equator.

I know that tropical rainforest biomes contain more species of animals and plants than any other biome.

I understand that tropical rainforests have a hot and wet climate all year round.

I know that climate refers to 'the weather conditions in an area over a long period of time.'

I know that rainforests are wet and are home to half of the world's plants and animals.

I know that plants and trees in rainforests grow in layers and I know that different animals live in different layers.



Know the features of the layers of rainforest:

Layer	Features	Animals
Emergent Layer	This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.	Only a few animals live in this layer, most of which are birds: - they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws.

Canopy	The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spread their branches out to catch most of the sunlight and rain. There is plenty of food and shelter in this layer.	The canopy is home to most of the animals and plants of the rainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.
The Understorey	The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.	Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.
Forest Floor	The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim and shady layer. The lack of sunlight means fewer plants grow here.	Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.

Human Geography

Settlement

I know that settlements are places where people live and sometimes work and understand that there are different types of settlement, depending on how many people live and work there.

I know that within the Amazon rainforest, there are different types of settlement.

I know that there are **developed** areas with a few cities and towns, where there is a high population.

I know that people living outside of the cities and towns, live in undeveloped, small settlements within the rainforest.

I know that many of these settlements are **nomadic**, meaning that people move around and don't stay in one area for too long.

I know and understand that tribes living in the rainforest often use the **natural resources** in an area and when they have run out, they move their settlement to a new area with more resources.

I can compare two types of settlement within the Amazon Rainforest and the impact they may have on the way of life for the people (examples are Manaus and Yanomami Tribe Settlement – areas of comparison could include type of settlement, population, location, houses, food, transport, work, photographs etc.)

Trade and Economy

I know the term '**economy**' as 'the system of money, jobs and trade within a country or region'.

I know that the South American economy consists primarily of **agriculture, forestry, industry and mining**.

I know the range of **agricultural** products that we use from the South American continent including: coffee, soybeans, wheat, rice, corn, sugarcane, cocoa, citrus, beef, bananas and shrimp.

Deforestation

I know the term '**deforestation**' as 'the action of clearing a large area of trees'.

I know and understand that forests are cut down for two reasons:

1. So that the wood from trees can be sold, as it is a valuable natural resource.

The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel.

2. To clear land for farming.

Cattle grazing: this provides meat for restaurants and supermarkets.

Crops: such as sugar cane and palm oil.

I know that every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this rate continues, there will be no rainforests in 100 years.

I know and understand the **impact** of deforestation including:

Lack of biodiversity: The number of different species becomes smaller.

Soil erosion: Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

Climate change: Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide

builds up in the atmosphere and is known as a greenhouse gas which causes global warming.

Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.

Habitat loss: Animals and plants lose their home so some may become endangered or extinct.

Conservation and Sustainability

I understand that it is important that humans act to save the rainforest.

I know and understand that we can help protect the rainforest in a number of ways:

1. Planting new trees in locations where the forest has been cut down.

	<p>2. Create protected parks within the rainforest, to stop the tree from being cut down in those areas.</p>
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I know and understand that there are ways in which everyone can help protect the rainforest:

1. Buying **Fair Trade** products as these will ensure that the rainforest was not damaged in the making of the product.
2. Don't buy products containing **palm oil**, as this is one of the items grown in deforestation areas.