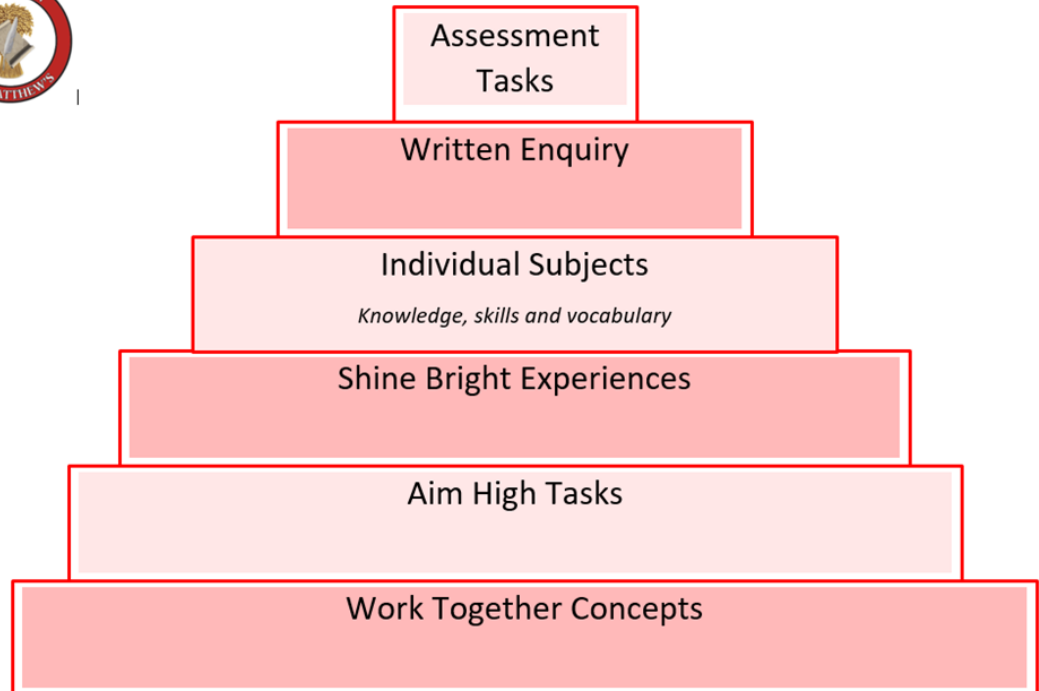




Geography Curriculum

Our Vision

At Stretton St Matthew's CE Primary, we aim to support children in developing a natural curiosity and fascination about the world around them and the world that they are a part of through developing a greater understanding of the similarities and differences between people and places on a national and eventually global scale.

By teaching pupils substantive knowledge and vocabulary that drives the detail needed to ensure our children develop essential wider geography skills, our progressive geography curriculum will ensure that the pupils at St Matthew's will become both keen and able geographers with deep and rich understanding of the subject and of the world in which they live.

By teaching a varied and well-planned geography curriculum, through our Work Together Concepts, we aim to take children on a journey around the world, visiting places of interest, significance and relevance so that their growing knowledge about the world will help them to deepen their understanding of the interaction between both physical and human processes and the formation and use of landscapes and environments.

Delivering an enquiry led, topic based geography curriculum, our aim at St Matthew's is to ensure that children are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing. Children are encouraged to both ask and answer questions about the world around them and recognise and embrace the responsibility that we have as global citizens to reduce our carbon footprint and protect our planet for future generations.

We strive to ensure that children are competent using the geographical skills needed to collect, analyse and interpret a range of data gathered through experiences of fieldwork so to deepen understanding of geographical processes as well as to be able to interpret a range of sources of geographical information.

At St Matthew's, we use a variety of photographs, images, maps and globes throughout units of work to ensure pupils have more understanding of globally significant places. We also use knowledge organisers to support the retention and retrieval of learning across the curriculum, helping the pupils to learn more and remember more.

Geography teaching and learning begins in Reception where they follow the EYFS framework, Understanding the World broken down into People and Communities, The World and Technology. Through this they learn about the similarities and differences in relation to places and talk about the features of their own immediate environment and talk about changes that may occur.

In KS1, children develop knowledge about the world, the United Kingdom and their locality. They use basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness. In KS2, children extend their knowledge and understanding beyond the local areas to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will build upon their prior learning in KS1 to develop their use of geographical vocabulary, knowledge, understanding and skills to enhance and deepen their locational and place knowledge.

We, at St Matthew's, pride ourselves on being an inclusive school where all are made to feel welcome and all are encouraged to Aim High and Shine Bright through working together. It is vital that all children have full access to the Geography curriculum. We encourage children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We strive to ensure that our environment is happy, supportive and inclusive so that children become independent and confident learners and achievers in a forever changing world.

Curriculum Intent

Work Together	Outcome	Enquiry Q

Concepts		
Biomes	Children will learn that A biome is a large area characterized by its vegetation, soil, climate, and wildlife. There are five major types of biomes: aquatic, grassland, forest, desert, and tundra, though some of these biomes can be further divided into more specific categories, such as freshwater, marine, savanna, tropical rainforest, temperate rainforest, and taiga. Children will explore vegetation belts as regions of the world that are home to certain plant species determined by the climate.	1 - If we're not in the UK, where are we? 2 - Would you prefer to live in a hot or cold desert? 3 - Are people mad to climb mountains? 3 - How do people thrive in a frozen world? 6 - What if there were no rainforests? <i>Previously taught curriculum</i> Y3 – Our world Y4 – The Americas Y5 – A study of the Alpine Region Y6 – South America and Amazon
Natural resources	Children will be aware that different regions have access to different renewable or nonrenewable natural resources such as freshwater, fossil fuels, fertile soil, or timber based on their geographic location and past geologic processes. Children will be taught to make links to understand that access, or the lack thereof, contributes to a place's economic development.	4 - What if you could design the perfect place to live? 4 - The Mersey: friend or foe? 5 - How do we maximize water as a resource? 6 - How many countries does it take to make a Mini Cooper? <i>Previously taught curriculum</i> Y2 – Journeys – Where does our food come from? Y5 – Journeys – Where do products come from?
Mapping	Children will regularly use maps, atlases, globes and digital/computer mapping to locate countries and places. Children will develop and build on the skills needed to name and locate the six parts of a map. Children will become increasingly familiar with and use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	R – What is in my school? R - Where in the world are you from? 1 – How do I get to Stretton St Matthew's? 1 - What is the United Kingdom? 3 - Could you plot a route through a desert? <i>Previously taught curriculum</i> Y3 – Coasts Y5 – Changes in local environment
Planet Earth	Children will have a secure understanding about climate change as an important and historic geographical process which looks into the past, present and future. Children will understand the evidence behind climate change and understand what causes it, and what impact will it have on environments and people.	2 - What happens when a street becomes a river? 5 – Are we destroying our planet? 6 – Climate change: Human or Physical? <i>Previously taught curriculum</i> Y4 – Rivers Y6 – Global warming and climate change

Human features	Children will develop an understanding of the importance of human features in Geography that underpin the success of tourism. Children will understand the economic affects tourism has on an area and will identify how areas can be improved by development of human features.	5 - Could Stretton be a top touristdestination? <i>Previously taught curriculum</i> Y2 – Seven wonders of the world Y5 – Changes in local environment Y6 – Our world in the future
Weather	Children will learn how weather describes the condition of the atmosphere. It might be sunny, hot, windy or cloudy, raining or snowing. Climate means the average weather conditions in a particular location based on the average weather experienced there over 30 years or more. Children will learn that the science of monitoring and studying the atmosphere and predicting its weather and climate is called meteorology and people who study the weather and climate are known as meteorologists.	R- What's the weather like today? 2 - How can predicting the weather save lives? 4 - Can you make a city earthquake-proof? <i>Previously taught curriculum</i> Y2 – Seasons Y3 – Climate and weather Y4 – Volcanoes and earthquakes

Whole school summary

	Autumn	Spring	Summer
Reception	How is the world around us different?		
	All about me What is in my school?	Different weather What's the weather like today?	Immediate locality: Where in the world are you from?
Year 1	What is my place in the world?		
	Immediate locality: How do I get to Stretton St Matthews?	The UK: What is the United Kingdom?	Continents and oceans: If we're not in the UK, where are we?
Year 2	How do we survive in a wild world?		
	Weather and seasons: How can predicting the weather save lives?	Hot and cold areas of the world Would you prefer to live in a hot or cold desert?	Case study: UK vs India What happens when a street becomes a river?
Year 3	How do humans achieve great things at the ends of the earth?		
	Latitude/ longitude/ maps: Could you plot a route through a desert?	Case study: UK vs N.America How do people thrive in a frozen world?	Mountains: Are people mad to climb mountains?
Year 4	Why on earth would you live here?		
	Earthquakes and volcanoes: Can you make a city earthquake-proof?	Types of settlement: What if you could design the perfect place to live?	Rivers: The Mersey: friend or foe?
Year 5	How do we make the most of where we live?		
	The Water Cycle: How do we maximise water as a resource?	Plastic pollution: Are we destroying our planet?	Fieldwork: Could Stretton be a top tourist destination?
Year 6	Is a global world good for our planet?		
	Biomes/ climate zones: What if there were no rainforests?	Energy/ global warming: Climate change: Human or Physical?	Trade/ natural resources: How many countries does it take to make a Mini Cooper?

Coverage of Geographical Skills

	Reception		
	Autumn	Spring	Summer
	How is the world around us different?		
I can use locational knowledge to identify countries, continents, regions and topographical features.	All about me What is in my school?	Immediate locality Where in the world are you from?	
I can compare and contrast human and physical geographical features in different places in the world with the UK.	All about me What is in my school?		Different weather What's the weather like today?
I can use geographical vocabulary to describe key human and physical features.		Immediate locality Where in the world are you from?	
I can describe physical and human geographical processes.			Different weather What's the weather like today?
I can use geographical tools including compasses, maps, atlases, globes and digital resources to identify places and features.	All about me What is in my school?	Immediate locality Where in the world are you from?	
I can use fieldwork skills to observe, measure and record human and physical features in the local area.	All about me What is in my school?		
High quality outcome:			

Coverage of Geographical Skills

	Year 1			Year 2		
	Autumn Immediate locality and school	Spring The UK	Summer Continents and oceans	Autumn Seasonal changes/ weather	Spring The equator and hot or cold areas of the world	Summer Non-European case study: Monsoon in India/ UK flooding
Enquiry question:	What is my place in the world?			How do we survive in a wild world?		
I can use locational knowledge to identify countries, continents, regions and topographical features.		What is the United Kingdom like?	If we're not in the UK, where are we?		Would you prefer to live in a hot or cold desert?	What happens when a street becomes a river?
I can compare and contrast human and physical geographical features in different places in the world with the UK.			If we're not in the UK, where are we?			What happens when a street becomes a river?
I can use geographical vocabulary to describe key human and physical features.	How do I get to Stretton St Matthew's?	What is the United Kingdom like?	If we're not in the UK, where are we?	How can predicting the weather save lives?	Would you prefer to live in a hot or cold desert?	What happens when a street becomes a river?
I can describe physical and human geographical processes.			If we're not in the UK, where are we?	How can predicting the weather save lives?	Would you prefer to live in a hot or cold desert?	What happens when a street becomes a river?
I can use geographical tools including compasses, maps, atlases, globes and digital resources to identify places and features. Y1 – Locate the name of a given map. Y2 Locate the author and date of a given map	How do I get to Stretton St Matthew's?	What is the United Kingdom like?	If we're not in the UK, where are we?	How can predicting the weather save lives?	Would you prefer to live in a hot or cold desert?	
I can use fieldwork skills to observe, measure and record human and physical features in the local area.	How do I get to Stretton St Matthew's?					

Coverage of Geographical Skills

	Year 3			Year 4		
	Autumn Latitude/ longitude and plotting coordinates	Spring N. America Casestudy – Inuit people	Summer Mountains	Autumn Volcanoes and Earthquakes	Spring Types of settlements – city vs country	Summer Rivers
Enquiry question:	What's it like at the ends of the Earth?			Why on earth would you live here?		
I can use locational knowledge to identify countries, continents, regions and topographical features.	Could you plot a route through a desert?	How do humans thrive in a frozenworld?				The Mersey: friendor foe?
I can compare and contrast human and physical geographical features in different places in the world with the UK.		How do humans thrive in a frozenworld?	Are people mad to climb mountains?			
I can use geographical vocabulary to describe key human and physical features.	Could you plot a route through a desert?	How do humans thrive in a frozenworld?	Are people mad to climb mountains?	Can you make a city earthquake-proof?	What if you could design the perfectplace to live?	The Mersey: friendor foe?
I can describe physical and human geographical processes.		How do humans thrive in a frozen world?	Are people mad to climb mountains?	Can you make a city earthquake-proof?	What if you could design the perfectplace to live?	The Mersey: friend or foe?
I can use geographical tools including compasses, maps, atlases, globes anddigital resources to identify places and features. Y3 - Describe the orientation of a given map. Y4 - Describe the legend of a given map.	Could you plot a route through a desert?	How do humans thrive in a frozenworld?	Are people mad to climb mountains?	Can you make a city earthquake-proof?	What if you could design the perfect place to live?	The Mersey: friendor foe?
I can use fieldwork skills to observe, measure and record human and physical features in the local area.						The Mersey: friendor foe?

Coverage of Geographical Skills

	Year 5			Year 6		
	Autumn The water cycle	Spring European case study	Summer Fieldwork	Autumn Climate zones/ biomes	Spring Global warming/ energy	Summer Global trade and natural resources
Enquiry question:	How do we make the most of where we live?			Is a global world good for our planet?		
I can use locational knowledge to identify countries, continents, regions and topographical features.				What if there were no rainforests?	Climate change: Human or Physical?	How many countries does it take to make a Mini Cooper?
I can compare and contrast human and physical geographical features in different places in the world with the UK.		Are we destroying our planet?	Could Stretton be a top tourist destination?	What if there were no rainforests?	Climate change: Human or Physical?	How many countries does it take to make a Mini Cooper?
I can use geographical vocabulary to describe key human and physical features.			Could Stretton be a top tourist destination?	What if there were no rainforests?	Climate change: Human or Physical?	
I can describe physical and human geographical processes.	How do we maximise water as a resource?	Are we destroying our planet?			Climate change: Human or Physical?	How many countries does it take to make a Mini Cooper?
I can use geographical tools including compasses, maps, atlases, globes and digital resources to identify places and features. Y5 - Locate the index on a given map and describe the grid. Y6 - Describe scale of a given map.			Could Stretton be a top tourist destination?	What if there were no rainforests?		
I can use fieldwork skills to observe, measure and record human and physical features in the local area.		Are we destroying our planet?	Could Stretton be a top tourist destination?			

Progression of Skills

EYFS & Key Stage One:

	EYFS	Year 1	Year 2
To investigate places	- Talk about my environment at school and home expressing an opinion about it. - Talk about places I have visited and say how that place was similar or different to my usual environment.	- Answer geographical questions (such as: What or who will I see in this place? What do people do in this place?) - Identify locations as cities, towns, coastal, rural and urban areas. - Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents of the world and the oceans. - Use maps, aerial images and plan perspectives to recognise landmarks. - Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's continents and oceans.	- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify countries (e.g. India, Antarctica), including reference to the continents and oceans. - Use maps, aerial images and plan perspectives to recognise basic physical and human features.
To investigate patterns	Talk about natural and built environments and listen to different points of view on the quality of an environment.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting country (E.g. India). - Identify seasonal and daily weather patterns in the United Kingdom.
To communicate geographically	Children will be exposed to stories set in different places and encouraged to use basic geographical language (e.g. sea, beach, forest, hill, town, village, farm, river etc).	- Use basic geographical language to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, sea, lake, river, soil, valley, vegetation. - key human features, including: capital city, town, shop, house, school. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. - Devise a simple map; and use and construct basic symbols in a key. - Locate the name of a given map.	- Use basic geographical language to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, sea, lake, river, soil, valley, vegetation, climate and weather. - key human features, including: capital city, city, town, village, factory, farm, house, office and shop. - Locate the author and date of a given map.

Key Stage Two:

	Year 3	Year 4	Year 5	Year 6
To investigate places	- Ask and answer geographical questions about the physical and human characteristics of a location. - Identify geographical evidence which supports a statement. - Use maps, digital mapping to locate countries and describe features. - Identify human and physical features of a location. - Name and locate counties and cities of the United Kingdom, their geographical regions and their identifying human and physical characteristics: hills, mountains, cities. - Describe land-use patterns.	- Continue to ask and answer geographical questions about the physical and human characteristics of a location. - Describe how the physical features affect the human activity within a location. - Use geographical evidence to justify <u>opinions</u> about a location (e.g. I would prefer to live...). - Use maps, atlases, globes and digital mapping to locate countries and describe features. - Use a range of resources to identify the key physical and human features of a location. - Name and locate countries studied (e.g. Nepal) and identify their main human and physical characteristics: cities, rivers, volcanoes, mountains. - Describe how land-use patterns have changed over time.	- Analyse statistics and other information in order to draw clear conclusions about locations. - Use a range of geographical resources to describe the features of a location. - Identify the same feature on a variety of different representations (e.g. map, satellite image, plan perspective) - Name and locate the countries and cities of Europe studied and identify their main human and physical characteristics. - Continue to describe how land-use patterns have changed over time.	- Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Choose the representation best suited for a specific purpose (effects of climate change, comparing settlements). - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics: deserts, rainforests, fertile land, cities. - Explain how land-use patterns have changed over time.
To investigate patterns	- Begin to describe geographical similarities and differences between places (e.g. UK and N. America) - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. - Begin to describe how locations around the world are changing.	Describe geographical similarities and differences between countries.	Describe how locations around the world are changing and explain some of the reasons for change.	- Understand some of the reasons for geographical similarities and differences between countries. - Continue to describe how locations around the world are changing and explain some of the reasons for change. - Describe how countries and geographical regions are interconnected and interdependent (e.g. climate change). - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
To communicate geographically	- Describe key aspects of: - physical geography, including: mountains, valleys, biomes (tundra), - human geography, including: settlements and land use. - Use key terminology including: Arctic, tundra, permafrost, Equator latitude, longitude and Greenwich Meridian. - Use the eight points of a compass, figure grid references, symbols and key to communicate knowledge of the United Kingdom.	- Describe key aspects of: - physical geography, including: rivers, volcanoes and earthquakes. - human geography, including: settlements and land use. - Use the eight points of a compass, figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. - Use key terminology including: settlement, land-use, rural, urban, industrial, agricultural. - Describe the legend of a given map.	- Describe key aspects of: - physical geography, including: water cycle, rivers, mountains, climate and weather - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including minerals, food and water. - Locate to the index and sources on a given map.	- Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Describe the grid and scale of a given map.

	• Devise a map; and use and construct symbols in a key. • Describe the orientation of a given map.			
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Geography: Crucial Knowledge

Year group	Enquiry	Crucial knowledge
R	What is in my school?	- To be able to say the name of the place where I go to school - To be able to construct a simple map of my classroom - To be able to name some of the different features within my classroom and school - To recognise that my school is an important part of the community
R	Where in the world are you from?	- To be able to say the name of the place where I live and express an opinion about it - Talk about a place I have visited and say what is similar or different to my usual environment - To be familiar with maps, atlases and globes - To use basic geographical language e.g. sea, beach, forest, hill, town, village, farm, coast, mountain, ocean, etc. - Draw a simple map of my route to school, including familiar features
R	What's the weather like today?	- To know the four seasons - Identify seasonal weather changes across the year - Children to be able to name many types of weather e.g. windy, rainy, cloudy - Make simple observations about the weather - Recognise weather symbols - Know what clothing to wear for different weather - To understand what hot and cold countries are like
1	How do I get to Stretton St Matthew's?	- Stretton St Matthew's is located in Warrington the North West of England. - There are many different ways in which people can travel to Stretton St Matthew's. - A route is a way of getting from a starting point to a destination. - A compass is an important tool for finding direction. It helps you to find your way when you are using a map. - There are four main points of the compass: north, east, south and west. These are called compass points. - Maps show information about a place. They can show large places, such as the world, or smaller places, such as a town or zoo. They often use small pictures or symbols to show where things are. There is a key to explain the pictures or symbols. - Maps can give you directions about how to get somewhere. They show you which roads to follow to get from one place to another. - North always points to the top of the map. - Human and physical geographical features that can be seen when travelling to Stretton St Matthew's.
1	What is the United Kingdom like?	- The United Kingdom (also called the U.K.) consists of a group of islands off the northwest coast of Europe. - The United Kingdom is a union of four countries each with their own capital city. - The countries that make up the United Kingdom are: England, Scotland, Wales and Northern Ireland. - The capital cities of each of the four countries that make up the UK: London, Edinburgh, Cardiff and Belfast. - There are many human and physical geographical features that can be seen throughout the UK. - Know about key landmarks located in all four countries in the UK. - The seas surrounding the UK are: Irish Sea, English Channel and the North Sea. (Locate these on a map)
1	If we're not in the UK, where are we?	- An ocean is a large area of salt water between continents. A continent is a large, continuous area of land. - There are seven continents: Europe, South America, North America, Asia, Africa, Australia and Antarctica. - There are five oceans: Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean and Arctic Ocean. - The earth is spherical. There are hot and cold areas of the world in relation to the Equator and the North and South Poles.

		□ The seven natural wonders of the world are: Northern Lights, the Grand Canyon, Paricutin Volcano, Mount Everest, Harbor of Rio de Janeiro, Victoria Falls, and the Great Barrier Reef. (Locate them on a world map.) □ Biomes are regions of the world with similar climate, animals and plants. There are five major types of biomes. □ Climate is a description of the average weather conditions in a certain place for the past 30 or so years. Different areas of the world have different climates. □ Climate is influenced by lots of different things, including: how near or far it is from the Equator, how near or far it is from the sea, how high or low the ground is or its position on a continent.
2	How can predicting the weather save lives?	□ Weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy. □ The weather changes regularly and tends to be different during different seasons and across different countries. □ Daily changes in the weather are due to winds and storms. Seasonal changes are due to the Earth revolving around the sun. □ A weather forecast is a prediction of what the weather will be like in an hour, tomorrow, or next week. □ Weather forecasting involves a combination of computer models, observations, and a knowledge of trends and patterns. □ Extreme weather is when weather is significantly different from the usual weather pattern. Extreme weather can include hurricanes, tornadoes or droughts. Predicting weather gives early warning and alerts people to impending danger. □ The dangers of extreme weather include damage to buildings/houses/the environment and loss of lives. □ Climate change is increasing the risk of both flooding and drought in the UK. □ A flood is an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land. □ A drought is a long period of low rainfall, leading to a shortage of water. □ Incidents of flooding and strong winds in the UK cause immediate damage. Lives are lost, properties are destroyed and if rural areas are hit, crops are destroyed. Flooding causes severe damage, disrupts economic processes and causes a food shortage. □ A hurricane is a storm with a violent wind. More hurricanes occur in the Northern Hemisphere. Hurricanes also get their own individual names.
2	Would you prefer to live in a hot or cold desert?	□ Deserts are places that don't get much rain and are very dry. They can be either hot places or cold places. A desert is one of the five biomes. □ Land is called 'desert' if it gets less than 250mm of rain every year. One-third of the land on Earth is covered in deserts. □ The Earth's equator is an imaginary planetary line that divides the planet into the Northern Hemisphere and Southern Hemisphere. □ The largest hot desert in the world is the Sahara Desert in Africa. It covers much of North Africa stretching from the Atlantic Ocean to the Red Sea. The Sahara covers large sections of eleven different countries. Most hot deserts are found near the equator. □ Antarctica is home to the South Pole. It is the largest cold desert in the world and is classified as a desert because it receives little rain. □ Antarctica physical features: seas/weather/coast/ice shelves. □ The Sahara physical features: weather/sand dunes/canyon/dry valleys. □ The people who travel to or live in Antarctica fall into two main groups, those who live and work on scientific research stations or bases, and tourists. No-one lives in Antarctica indefinitely in the way that they do in the rest of the world. It has no towns or cities, no permanent residents. □ People who live in the desert have herds of animals which are adapted to living in desert conditions, such as camels. Their tents are built to allow air to circulate within them, keeping them cool. Animal hair is used to insulate them, to keep the tent cool during the day and warmer at night. □ People who live in the desert lead a nomadic lifestyle meaning they do not settle in one area for long. Instead, they move on often to prevent exhausting an area of its resources.
2	What happens when a street becomes a river?	□ A monsoon is a season of very heavy rainfall. It lasts between June and September. □ A flood is the covering of land with a large amount of water. □ Flooding in Warrington - most Warrington postcodes are low flood risk, with some medium, high, and very low flood risk postcodes. □ Positive impact of floods: Floods can bring water back to dry areas. Floods will ensure that there is water for irrigation or for drinking water in dry places. □ Negative impact of floods: Loss of human life, damage to property, destruction of crops, loss of livestock. □ Like people, animals can get displaced during a flood. Many animals die during a flood because their habitats have been destroyed. □ Flooding has a range of impacts on humans including: people can be injured or killed by flooding, floodwater is often contaminated with sewage, which can lead to illness and affect clean drinking water, power supplies can be disrupted, businesses can be forced to shut down, services such as hospitals and schools

		can close, transport networks can be affected, such as flood damage to bridges, railways and roads, homes and properties can be flooded, people may have to move out of their properties until flood damage is repaired and possessions can be damaged and washed away. □ Compare and contrast: India is located in Asia and is close to China, Pakistan and Nepal. The capital city of India is New Delhi. □ Chembakolli is in the south of India in a region known as Tamil Nadu. It is the eleventh largest state in India. Chembakolli is near the equator and has a tropical climate. This means it is hot and humid for most of the year, with little change of season. People who live here will experience lots of rain, hot days and warm nights. This part of India also experiences monsoons.
3	Could you plot a route through a desert?	□ A desert is a barren area of landscape where little precipitation occurs. □ Maps use symbols like lines and different colours to show features such as rivers, roads, cities or mountains. All these symbols help us to visualise what things on the ground actually look like. Maps also help us to know distances so that we know how far away one thing is from another. □ We use maps as a reference to show boundaries, landforms, water bodies, and the positions of cities. Maps also help us to know the routes of an area, landmarks, location (latitudes and longitudes) of a building or things. □ The four main map compass points are North, East, South and West. □ By drawing a line in between each of the cardinal points, you can create an eight-point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW). □ Latitude and longitude are a system of lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed. □ A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction. □ A route is a way or course taken in getting from a starting point to a destination. □ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) and how these can be useful to plot a route through the desert. □ Know the human and physical characteristics (climate/biomes/vegetation belts...), key topographical features and land-use patterns of a desert. □ Maps, symbols and keys are used to identify human and physical features of places.
3	Are people mad to climb mountains?	□ The main differences in climate of mountains are temperature and moisture. The temperature on mountains becomes colder the higher the altitude gets. Mountains tend to have much wetter climates than the surrounding flat land. □ The three highest mountains in the UK are: Snowdon, in Wales (1085m), Scafell Pike, in England (978m) and Ben Nevis, in Scotland (1345m). □ Mountains are made when Earth's crust is pushed up in big folds or forced up or down in blocks. Mountains form over the course of millions of years. □ Mountains are not all the same. There are fold, block, dome, and volcanic mountains. Mountains are jagged because they are constantly eroded by the weather, which wears the rocky surface away. □ Key features of mountain ranges: They usually have steep, sloping sides and sharp or rounded ridges, and a high point, called a peak or summit. Most geologists classify a mountain as a landform that rises at least 1,000 feet (300 meters) or more above its surrounding area. A mountain range is a series or chain of mountains that are close together. □ Tourists are attracted to mountain destinations for many reasons, including the climate, clean air, unique landscapes and wildlife, scenic beauty, local culture, history and heritage, and the opportunity to experience snow and participate in snow-based or nature-related activities and sports. □ Although tourism has its advantages, it can have serious impact on the environment, the people who live there and the local economy. As more and more people visit the mountains, whether to climb or simply to trek through the valleys, the chances of the environment being permanently damaged become ever greater.
3	How do people thrive in a frozen world?	□ Both the Arctic (North Pole) and the Antarctic (South Pole) are cold because they don't get any direct sunlight. The Sun is always low on the horizon, even in the middle of summer. In winter, the Sun is so far below the horizon that it doesn't come up at all for months at a time. The Arctic is ocean surrounded by land. □ Know where to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions.

		□ Inuit have lived on Nunangat (the land, water, and ice) since time immemorial and continue to do so today. Cultural and oral traditions are based on sharing, co-operation, and respect for the land, the animals, fish, and peoples. The Inuit had developed winter clothing that ensured an effective use of the body heat, avoiding holes that would allow air to leak out. □ Melting ice speeds up climate change. Global warming is causing Arctic ice to melt – ice reflects sunlight, while water absorbs it. When the Arctic ice melts, the oceans around it absorb more sunlight and heat up, making the world warmer as a result. □ In physical geography, tundra is a type of biome where the tree growth is hindered by low temperatures and short growing seasons. □ Most of the Arctic settlements are small (less than 5 000 inhabitants). □ Describe and understand key aspects of human geography of Arctic regions including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. □ Both the Arctic and Antarctic are popular tourist destinations. Tourism increases shipping and air travel, leading to water and air pollution. There is also a risk of boats grounding, which can cause oil spills. Tourists disrupt breeding colonies of birds and seals.
4	Can you make a city earthquake-proof?	□ A volcano is defined as an opening in the Earth's crust through which lava, ash, and gases erupt. A volcano is formed when hot molten rock, ash and gases escape from an opening in the Earth's surface. The molten rock and ash solidify as they cool, forming the distinctive volcano shape shown here. As a volcano erupts, it spills lava that flows downslope. Hot ash and gases are thrown into the air. □ Many of the world's active volcanoes are located around the edges of the Pacific Ocean. The 'Ring of Fire' is a volcanic chain surrounding the Pacific Ocean. □ Inside an active volcano is a chamber in which molten rock, called magma, collects. Pressure builds up inside the magma chamber, causing the magma to move through channels in the rock and escape onto the planet's surface. Once it flows onto the surface the magma is known as lava. □ Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural means of releasing stress. Earthquakes can be felt over large areas although they usually last less than one minute. Earthquakes cannot be predicted □ There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. □ Many earthquakes occur around the Pacific Ocean. People who live there, in countries such as Japan, are used to earthquakes happening and build earthquake-resistant buildings that sway with the shock waves rather than fall down. □ Earthquake zones - Often people live in these zones because they decide that the advantages of the place outweigh the risks. Most volcanoes and earthquake zones are safe for long periods in between eruptions or earthquake events. When an earthquake occurs, stay away from outer walls, windows, fireplaces, and hanging objects. If you are unable to move from a bed or chair, protect yourself from falling objects by covering up with blankets and pillows. If you are outside, go to an open area away from trees, telephone poles, and buildings, and stay there. □ Earthquakes can be useful to humans because they provide a picture of what's going on underground. □ Know and understand the differences between a country that is prepared for earthquakes and volcano eruptions with a country/area that doesn't need to have these things in place
4	What If you could design the perfect place to live?	□ Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. Facilities are places where certain things happen, for example, schools for education, parks for playing or shops for selling things. Types of settlement: - A hamlet is a very small settlement with just a group of houses. - A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall. - A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. - 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. □ In the UK however, some cities may be small. This is because some settlements have a cathedral and this makes them a city. E.g. St David's in Wales and the City of London in England. Some settlements also have a special use, or function. For example: ports - by a river or sea for ships to transport goods market towns - where local farmers sell goods resorts - for people to go on holiday

		□ Early settlers often looked for certain features in an area to make life easier: local raw materials, e.g. wood and stone, to build homes. a local water supply for drinking, washing, cooking and transport. dry land, so that people could build on areas that don't flood. □ Land use is when an area is used for a specific purpose. There are five types of land use: residential, agricultural, recreation, transportation, and commercial. People should make sure they use land responsibly to respect other people and our environment □ Settlements have developed over time and most include constructed facilities such as roads which link them together with other settlements, enclosures for livestock, fields systems for growing crops, ditches for drainage, ponds for waterfowl and fish, parks for leisure, woods and churches. □ Why are farming jobs important? Farmers are responsible for all crops and livestock that are needed for us to survive. Without food, the world would slowly die, and farmers work hard every day to keep plenty of crops and animal products in the market to keep that from happening. □ Know how settlements and trade are linked and compare to current day trade. □ Important features of a settlement site: i. flat land, to make building easier and safer ii. local raw materials, e.g. wood and stone, to build homes iii. a local water supply for drinking, washing, cooking and transport iv. dry land, so that people could build on areas that don't flood v. a defensible site, eg a hilltop or river bend, to protect from attackers vi. good farm land with fertile soils, so people could grow crops vii. shelter, eg to protect from bad weather viii. transport links, eg a ford or low crossing point of a river □ Know 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.
4	The Mersey: Friend of Foe?	□ Water on Earth cycles from the oceans, where it evaporates from the surface, into the atmosphere, forms clouds, falls onto the land as rain, travels through wetlands, rivers, lakes and underground then returns to the ocean — known as the water cycle. □ Know the names of a least 10 major world rivers and the continents they flow through and to begin to know some facts about major world rivers. □ Rivers can be divided into three stages: 1. The Upper Course 2. The Middle Course 3. The Lower Course □ Humans use rivers for irrigation in agriculture, for drinking water, for transportation, to produce electricity through hydroelectric dams, and for leisure activities like swimming and boating. Each of these uses can affect the health of a river and its surrounding ecosystems. □ Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Rivers provide excellent habitat and food for many of the earth's organisms. □ A dam is any barrier built to hold back water. Water held behind the dam is usually held in a reservoir. □ Advantages: Dams are often built along the course of a river in order to control the amount of discharge. Water is held back by the dam and released in a controlled way. This controls flooding. □ Disadvantages: Building a dam can be very expensive, sediment is often trapped behind the wall of the dam, leading to erosion further downstream and settlements and agricultural land may be lost when the river valley is flooded to form a reservoir □ Flooding has a range of impacts on the environment including: wildlife habitats can be destroyed by floodwater, contaminated floodwater can pollute rivers and habitats, silt and sediment can destroy crops on farms, river banks and natural levées can be destroyed as rivers reach capacity, trees can be uprooted by high-velocity water flow and plants that survive the initial flood may die due to being inundated with water.
5	How do we maximise water as a resource?	□ Water pollution is the contamination of water bodies like lakes, rivers, oceans or the sea. The pollution is usually caused due to human interference. □ The waste from households, factories, or agricultural land gets discharged into rivers or lakes. This waste can either be in the form of liquid waste, garbage, or sewage. The harmful chemicals oozing out of this waste can damage aquatic life. □ Causes of water pollution: Sewage or wastewater, dumping, oil pollution, acid rain or industrial waste. □ Impact of water pollution: Diseases, damage to the ecosystem and an adverse impact on the food chain

		□ How do we maximise water as a resource? People use water for many things—like drinking, washing, cleaning and swimming. When you waste water, you're taking water that other people might need. But when you use water carefully, you leave more water for other people to use. It is also important to use water carefully because our weather can be unpredictable. □ Water consumption/water conservation: how can we conserve water? Showers instead of baths, taps off when brushing teeth, save rainwater to water plants, fill the kettle as much as you need etc... □ The water cycle describes how water is exchanged (cycled) through Earth's land, ocean, and atmosphere. □ A fundamental characteristic of the water (hydrologic) cycle is that it has no beginning and it has no end. □ The 8 stages of the water cycle: evaporation, condensation, precipitation, interception, infiltration, percolation, transpiration, runoff, and storage. □ The process of clouds and rain - water vapor turns into clouds when it cools and condenses. In the cloud, with more water condensing onto other water droplets, the droplets grow. When they get too heavy to stay suspended in the cloud, even with updrafts within the cloud, they fall to Earth as rain. □ Treating water - Filtration - The clear water on top passes through filters composed of sand, gravel and charcoal to remove dissolved particles such as dust, parasites, bacteria, viruses and chemicals. □ Humans activities have a large impact on the global water cycle. Through the building of dams and irrigation schemes large amounts of water are diverted from river systems. Through the emission of greenhouse gases causing global warming, also the rainfall and evaporation patterns are changed across the globe.
5	Are we destroying our planet?	• Asia is the biggest manufacturer of plastic with around half of the world's plastic being made there and China is the biggest producer of plastic pollution with around 59 billion kg per year. • Around 14 billion kg of plastic waste flows into the oceans every year. • Nearly half of all plastic ever manufactured has been made since 2000. • Production increased exponentially, from 2.3 billion kg in 1950 to 448 billion kg by 2015. Production is expected to double by 2050. • some estimates ranging to at least 400 years to break down. • Once at sea, plastic waste is often broken down into small particles. These so-called microplastics are spread throughout the water and have been found in every corner of the globe, from Mount Everest, the highest peak, to the Mariana Trench, the deepest trough. • Henderson Island is littered with the highest density of plastic waste anywhere in the world with over 4 billion plastic particles found in the top 5cm of sand. • Scientists predict that if current trends continue, by 2050 there will be more plastic than fish in the oceans. • In, the Chinese government announced that it was banning the import of plastic waste for commercial recycling into both China and Hong Kong. Later in the same year, Malaysia, which had become the new destination for much of the UK's waste exports, also imposed stricter rulings on its intake of plastic waste. In May 2019, they announced the return of 3000 tonnes of non-recyclable waste to the countries of origin. • The most visible impacts of plastic debris are the ingestion, suffocation and entanglement of hundreds of marine species. Marine wildlife such as seabirds, whales, fish and turtles mistake plastic waste for prey.
5	Could Stretton be a top tourist destination?	□ Know the countries in Europe and compare human/physical features of European landscapes with Stretton. □ Understand similarities between the climate of a place in Europe and where I live. □ Local environment – Where are we? What is there around us? Land use/buildings/open spaces... □ The physical and human characteristics of a place make it unique. Physical characteristics include the natural environment, such as landforms, elevation, water features, climate, soil, natural vegetation, and animal life. □ Stretton is a village and civil parish in Warrington, Cheshire, England. The parish includes the village of Lower Stretton. It is at the very southern tip of Warrington, about 4 miles south of the town centre. □ Know the main areas of the school environment.
6	What if there were no rainforests?	□ Know how organisms, adapt to cope with life in their biome and how their adaptations have enabled them to survive. □ A rainforest is an area of tall trees and a high amount of rainfall. □ Rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years. □ Rainforests are incredibly diverse and complex, home to more than half of the world's plant and animal species.

		□ Rainforest's rich biodiversity is incredibly important to our well-being and the well-being of our planet. Rainforests help regulate our climate and provide us with everyday products □ Climate zones are areas around the world with specific patterns of weather. In a certain place, if there is a pattern of weather that occurs over a long period of time, this can be described as its climate. It takes years for scientists to find, track and record these patterns. □ There are different types of climate zones around the world, all determined by the position of a place in relation to the Equator. The six climate zones are: Tropical: These climate zones are hot and humid as they sit directly opposite the Equator. Arid: These areas are characteristic for being extremely dry and most often these are deserts. Mediterranean: These locations have hot, dry summers but cold, dry winters. Temperate: Temperate areas have mild summers and winters that aren't too cold, very typical of our climate here in the United Kingdom. They have moderate conditions all year round. Continental: These places have very long, cold winters and have short, hot summers. Polar: The polar climate zones have long periods of extremely cold conditions. □ The community of organisms living in a biome are affected by abiotic, environmental factors and by the feeding relationship in their ecosystem. □ Global environmental problems - various processes that can be said to contribute to the global environmental problems include pollution, global warming, acid rain, depletion of natural resources, overpopulation, waste disposal, deforestation and loss of biodiversity. These processes have highly negative impact on our environment □ The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity (species richness). □ Despite all the rain and the wildlife, about 1.5 million people live in rainforests around the world. Their daily life is very different than ours. □ Overexploitation: Human activity and development in the tropical rainforest has lead to massive amounts of forest land being converted into other human uses such as mining or agriculture. Overexploitation of the rain forests Natural resource is a highly damaging impact that humans have on the rainforest, massive amounts of trees are cut down in the rainforest which are used for the timber industry, this cutting down of the trees causes a massive drop in the habitat of the forest's organisms and the machinery used to complete this process provide a massive source of pollution and habitat destruction. □ Know how and why people may seek to manage environments sustainably and know the features of biomes and identify indigenous people.
6	How many countries does it take to make a Mini Cooper?	□ Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Trade involves the transfer of goods or services from one person or entity to another □ Almost every kind of product can be found on the international market: food, clothes, spare parts, oil, jewellery, wine, stocks, currencies, and water. Services are also traded: tourism, banking, consulting, and transportation. □ Goods are carried around the world in container ships from port to port and by aeroplane. □ People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality. Sending goods like this to other countries is called export. □ There are also things, such as bananas or oranges, that are hard to grow in the UK and we have to buy these things from abroad. This is called import. □ Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a service industry. □ The service industry is the UK's main industry today and we import more goods than we export. □ Know about trade links with different countries – trading with El Salvador. □ Fair trade is an arrangement designed to help producers in growing countries achieve sustainable and equitable trade relationships. Members of the fair trade movement add the payment of higher prices to exporters, as well as improved social and environmental standard. □ How has trading changed? Trade has grown remarkably over the last century. Goods trade is becoming more intraregional as companies build regional supply chains near their key consumer markets □ How many countries does it take to make a Mini Cooper? BMW Mini plant Cowley – know/find out about trade links, factory life and global links with the plant. □ Know key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade

6	Climate change: Human or Physical?	□ Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation. □ Climate change is sometimes called global warming because the whole world is warming up, much more quickly than it should be. □ Impact of climate change and global warming: rising maximum temperatures, rising minimum temperatures, rising sea levels, higher ocean temperatures, an increase in heavy precipitation and shrinking glaciers. □ Know that Earth's climate is changing and that human activities are contributing towards this change. □ Possible actions that could be taken against climate change: eat less meat and dairy, cut back on flying, reduce the amount of car journey and walk if possible, respect and protect green spaces and cut consumption – and waste. □ The greenhouse effect is a natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases. The absorbed energy warms the atmosphere and the surface of the Earth. □ The role of carbon dioxide as a greenhouse gas - carbon dioxide is an important greenhouse gas that helps to trap heat in our atmosphere. However, a gradual increase in CO₂ concentrations in Earth's atmosphere is helping to drive global warming, threatening to disrupt our planet's climate as average global temperatures gradually rise. □ The biggest culprit of CO₂ emissions is electricity, notably, burning coal. China is the largest emitter of carbon dioxide gas in the world, with 10.06 billion metric tons in 2018.
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Vocabulary

	1	2	3	4	5	6
Autumn A	route, map, compass, map key, human geography, physical geography		Sketch map, key, compass rose, map symbol, compass, 4-figure grid reference, latitude, longitude, Coordinates, Greenwich Meridian		water cycle hydrology ground water aquifer pollution drought flood	
Autumn B		Weather Season Forecast Temperature Thermometer Hurricanes Daily	Arctic, Arctic circle, Inuit, Inuk, North pole, South pole, tundra, sub- soil, sub-Artic, permafrost, biome	Volcano, earthquake, magma, lava, tectonic plates, active, dormant, extinct, core, mantle		Rainforest Savanna Taiga Tundra Biome Climate Ecosystems Indigenous Climate Change Deforestation
Spring A	UK, United Kingdom, Europe, capital city, human geography, physical geography, landmark				Pollution, manufacturer Import, export, microplastic, convergence zone, GPGP: The Great Pacific Garbage Patch	
Spring B		Desert Sahara Antarctica Sand dune Oasis Iceberg Glacier Equator North Pole South Pole		Settlement, natural resources, city, hamlet, urban, rural, agriculture, industrial, residential, commercial, essential, desirable		Global warming Greenhouse effect Carbon footprint Glacier Consumption
Summer A	continent, Europe, Asia, Africa, Australia, North America, South America, Antarctica. Ocean, Pacific, Atlantic, Indian, Sothern, Arctic., biome, climate, natural		Mountain, Mountain range, Tectonic Plates, Anticlines, Synclines, Climate, Altitude, Summit, Snowline, Tree line, Ridge, Foot, Face, Plateau, Slope		settlement, OS Map orientation, tourism fieldwork, amenities	
Summer B		United Kingdom (UK) India Chembakolli Continent Village River Monsoon flooding		Bank, basin, bed, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, source, tidal river, upstream, watershed		Trade Exports Imports Fairtrade Globalisation

Geography SMSC

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
The study of Geography develops a sense of curiosity and the of how our planet works and has developed. Children are encouraged to explore the roles that people and groups of people have played in the changes seen in the world over time. Geographical tools and media are used to guide children in developing a sense of self and the world. Children explore how the two are interconnected.	Children are encouraged to show compassion for people, animals and the environment. We explore the challenges that our planet and the livings things on it are facing. Children explore global events and comment on how these impact on our world and how we can minimise this impact. Through our wider curriculum, children are encouraged to take part in work that encourages them to reflect on and empathise with the challenges our world is faced with.	Children will explore the similarities and contrasts that have exist today and have existed historically. They will explore how our geography impacts on the opportunities that we are faced with. The children will explore their immediate, local and national localities to help them understand the differences in our world between living things and environments	Children will <u>study</u>, and be encouraged to gain an understanding of people from different cultural backgrounds. They will learn about where and how they live and how natural and physical processes impact on their lives. They will explore what it means to be a global citizen and how we can be accountable for our actions. Children develop an understanding of their place in the world and how we interact with others.

The Geo-Inquiry Process

Our students learn to understand how the complex and dynamic human and natural systems interact in order to make smart decisions about the world around them and their future.

The Geo-Inquiry Process relies on using a geographic perspective, offering a unique lens to analyse space, place, and the interconnections between both the human and natural world. Using both a geographic perspective and the Geo-Inquiry Process, students begin to connect complex components, see patterns, and make connections that can change their communities.

The Geo-Inquiry process endeavours to help students develop the skills, knowledge, and tools of a geographer. It provides a systematic way to investigate and understand the world through the patterns, processes and interactions between human and natural systems and then to act on their conclusions.

The Geo-Inquiry process is a five-step method, designed to teach the skills necessary to think geographically. The process involves questioning, acquiring information, organising and analysing information and using the information to answer Geo-Inquiry questions for informed action.

THE GEO-INQUIRY PROCESS

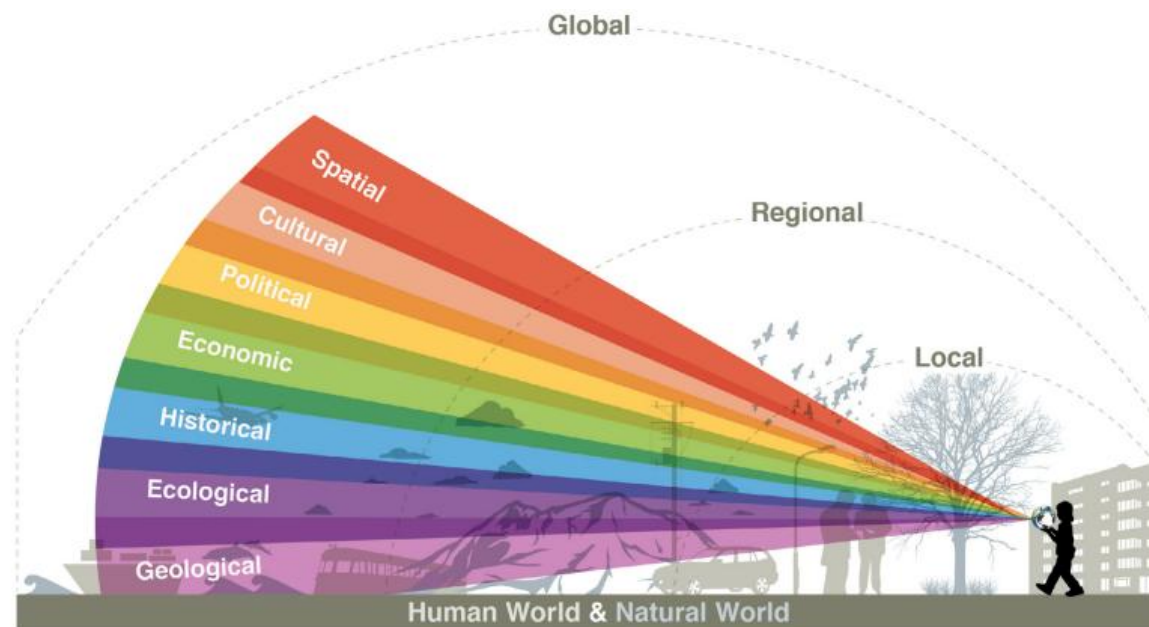
ASK

COLLECT

VISUALIZE

CREATE

ACT



Shine Bright Experiences

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make a map of our classroom.	completing a treasure hunt in the school grounds	Prepare and present our own weather reports using geographical vocabulary.	take part in orienteering activity on school grounds	Use modelling clay to create cross sections of the Earth	Educational talk with United Utilities	Class assembly to showcase and celebrate our learning.
Trip to Percy the parker museum experience.		Work in groups to make a presentation about Antarctica.	To make our own Athabaskan birch bark canoe.	River fieldwork.	Wetlands Trust visit	Melting glaciers investigation

Observe the weather over a period of time.		Design and make a floor resistant house.		To visit the River Bollin	Local walk	To create a reel-style video to raise awareness of global trade.
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Aim High Tasks

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	Use a simple picture map to move around the school and grounds	Explore types of extreme weather in the UK and abroad including hurricanes.	know at least two counties for each region of the UK	Make an earthquake proof building out of marshmallows.	know that 71% of Earth's surface is water and to know how this is distributed	Children to learn the 'Biome Song' to learn about the geographical features and biodiversity of the six main biomes.
N/A		Children to identify and compare physical and human features	To know all the countries that fall into the arctic circle.	To know the names of English countries.	To be able to name the different types of plastics and their uses.	To know the five countries who contribute the most

		of the Sahara and Antarctica.				to global co2 emissions.
N/A		Children identify similarities and differences between homes in the local area and in India.	Children to learn how tourism is impacting mountains and their environment.	To plot 10 major rivers on a world map.	To know the grid reference points for St Matthew's	To know the top 5 trading export countries.

Medium Term Planning Template



Subject:	Term:	Topic:	Year Group:
Teacher:	Key Question:		
Work Together Concepts			
Aim High Tasks			
Shine Bright Experiences			

	Retrieval Practice	Outcome Sharing / Pupil Enquiry and Questions	Discovery of New Learning	Consolidate and Collaborate	Present and Apply New Learning
Lesson 1					
Lesson 2					
Lesson 3					
Lesson 4					
Lesson 5					
Lesson 6					
Written Enquiry					

Assessment Task	
Homework Project	



Stretton St Matthew's Model of Teaching Sequence: Unit Design

At St Matthew's, we have carefully planned our lesson design sequence to ensure key teaching strategies are incorporated giving the children the best opportunity to acquire new knowledge and immerse themselves in new key concepts and ideas. This lesson design allows children to make links with previous learning, retrieve previously learnt vocabulary and knowledge from previous lessons/units/years and present their learning in a subject specific way.

'Work Together' Concept exploration and bigger picture	Discovery of new learning and vocabulary 'Aim High Tasks'	Written Enquiry	Assessment Task
Focus of the key concept assigned to this unit. Bigger picture sequence. Pupil enquiry	Direct teaching of new concepts/models/ideas linking to whole school curriculum concepts	Gathering what we know now self/peer/group	Children apply new learning and demonstrate how well they know and understand the new learning with carefully planned tasks.
'Shine Bright' Experiences			
Immerse the children in their learning and create long lasting memories which equip the children with the knowledge and skills needed to embed and deepen their learning experience.			



Stretton St Matthew's Model of Teaching Sequence: Lesson Design

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<u>Retrieval Practice</u>	Outcome sharing Pupil Enquiry and questions	Discovery of new learning	Consolidate and collaborate	Present and apply new learning
Information processing and interrupting of the "forgetting curve"	Sharing of the learning outcomes of the lesson and children to generate own enquiry as self/peer/group	Direct teaching of new concepts/models/ideas linking to whole school curriculum concepts	Gathering what we know now self/peer/group	Children demonstrate how well they know and understand the new learning with carefully planned tasks.
Low stakes testing Quiz Brain dump Mind Map Blank fill KO Vocabulary				



Knowledge organisers

Biomes

Natural Resources

Mapping

Planet Earth

Human Features

Weather



Year 1 Geography Autumn: How do I get to Stretton St Matthew's?

To begin our enquiry about **"What is my place in the world?"** we will focus on the geography of our school and the local area and develop the confidence to read and follow simple maps, follow directions and use a [compass](#).

Key Skill: I can use fieldwork skills to observe, measure and record human and physical features in the local area.

Work Together Concept: Mapping

Crucial Knowledge:

- Stretton St Matthew's is located in Warrington the North West of England.
- There are many different ways in which people can travel to Stretton St Matthew's.
- A route is a way of getting from a starting point to a destination.
- A compass is an important tool for finding direction. It helps you to find your way when you are using a map.
- There are four main points of the compass: north, east, south and west. These are called compass points.
- Maps show information about a place. They can show large places, such as the world, or smaller places, such as a town or zoo. They often use small pictures or symbols to show where things are. There is a key to explain the pictures or symbols.
- Maps can give you directions about how to get somewhere. They show you which roads to follow to get from one place to another.
- North always points to the top of the map.
- Human and physical geographical features that can be seen when travelling to Stretton St Matthew's.

Vocabulary:

route: a road or course of travel from one place to another.
 map: a map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads.
 compass: a tool for finding direction.
 directions: instructions on how to get somewhere
 key: map keys use symbols, colours, or lines to represent important places or landmarks on a map.
 human geography: human geography focuses on where people live, what they do, and how they use the land
 physical geography: physical geography is the study of the Earth's surface, such as the continents and oceans

Aim High tasks to deepen our learning...

- Use fieldwork skills to observe and record key physical and human features of the local area.
- Draw our own maps using symbols and keys.
- Use geographical vocabulary to describe features of the local area.

Shine Bright Experience:

- Follow a treasure map to find a mystery box on the school grounds. The box can contain clues/resources for the unit – maps, photographs of school and the local area etc. Once you have found box, discuss the photos. What do you recognise?



We will be able to:

- Identify and discuss key geographical features of our school and the immediate local area.
- Know and use the four points of the compass: North, East, South and West.
- Use language such as near, far, left, right, to describe the location of places and give directions.
- Use maps and digital resources to identify places and features.

How does this link to previous and future learning?



Year 2 Geography Autumn: Can predicting weather save lives?

To begin our enquiry about “**How do we survive in a wild world?**” we will learn about daily and seasonal weather patterns in the UK and across the world and explore how people live with extreme weather.

Key Skill: I can describe physical and human geographical processes

Work Together Concept: Weather

Crucial Knowledge:

- Weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.
- The weather changes regularly and tends to be different during different seasons and across different countries.
- Daily changes in the weather are due to winds and storms. Seasonal changes are due to the Earth revolving around the sun.
- A weather forecast is a prediction of what the weather will be like in an hour, tomorrow, or next week.
- Weather forecasting involves a combination of computer models, observations, and a knowledge of trends and patterns.
- Extreme weather is when weather is significantly different from the usual weather pattern. Extreme weather can include hurricanes, tornadoes or droughts. Predicting weather gives early warning and alerts people to impending danger.
- The dangers of extreme weather include damage to buildings/houses/the environment and loss of lives.
- Climate change is increasing the risk of both flooding and drought in the UK.
- A flood is an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land.
- A drought is a long period of low rainfall, leading to a shortage of water.
- Incidents of flooding and strong winds in the UK cause immediate damage. Lives are lost, properties are destroyed and if rural areas are hit, crops are destroyed. Flooding causes severe damage, disrupts economic processes and causes a food shortage.
- A hurricane is a storm with a violent wind. More hurricanes occur in the Northern Hemisphere. Hurricanes also get their own individual names.

Aim High tasks to deepen our learning...

- Explore types of extreme weather in the UK and abroad.
- Learn how people live in places that are susceptible to hurricanes.

Shine Bright Experience:

- Prepare and present our own weather reports

Vocabulary:

Weather: the daily state of the air and atmosphere in a particular place.

Season: one of the four parts of the year.

Forecast: to predict what the weather will be like in the near future.

Temperature: the measure of heat.

Thermometer: an instrument for measuring how hot or cold something is.

Hurricanes: a large, rotating storm with high winds.

Daily: occurring each day.



We will be able to:

- Identify and discuss daily and seasonal weather patterns and changes in the UK.
- Make first hand observations and measurements of the weather.
- Explore weather forecasts and understand their importance.
- Use geographical vocabulary to describe the weather.
- Ask and answer simple geographical questions.

How does this link to previous and future learning?



Year 2 Geography Spring: Would you prefer to live in a hot or cold desert?

We will continue to explore, “How do we survive in wild world?” by comparing the **Sahara** and **Antarctica**. We will consider the **determination** that people need in order to live and work in **extreme climates**.

Key Skill: I can use geographical vocabulary to describe key human and physical features.

Work Together Concept: Biomes

Crucial Knowledge:

- Deserts are places that don't get much rain and are very dry. They can be either hot places or cold places. A desert is one of the five biomes.
- Land is called 'desert' if it gets less than 250mm of rain every year. One-third of the land on Earth is covered in deserts.
- The Earth's equator is an imaginary planetary line that divides the planet into the Northern Hemisphere and Southern Hemisphere.
- The largest hot desert in the world is the Sahara Desert in Africa. It covers much of North Africa stretching from the Atlantic Ocean to the Red Sea. The Sahara covers large sections of eleven different countries. Most hot deserts are found near the equator.
- Antarctica is home to the South Pole. It is the largest cold desert in the world and is classified as a desert because it receives little rain.
- Antarctica physical features: seas/weather/coast/ice shelves.
- The Sahara physical features: weather/sand dunes/canyon/dry valleys.
- The people who travel to or live in Antarctica fall into two main groups, those who live and work on scientific research stations or bases, and tourists. No-one lives in Antarctica indefinitely in the way that they do in the rest of the world. It has no towns or cities, no permanent residents.
- People who live in the desert have herds of animals which are adapted to living in desert conditions, such as camels. Their tents are built to allow air to circulate within them, keeping them cool. Animal hair is used to insulate them, to keep the tent cool during the day and warmer at night.
- People who live in the desert lead a nomadic lifestyle meaning they do not settle in one area for long. Instead, they move on often to prevent exhausting an area of its resources.

Vocabulary:

- desert: any large region that gets very little rain.
- Sahara: a desert in northern Africa. It is the largest desert on earth.
- Antarctica: the southernmost continent in the world.
- sand dune: a hill or ridge of sand piled up by the wind.
- oasis: a body of water, surrounded by desert.
- ice berg: a large piece of ice floating in the sea.
- glacier: a large body of ice, moving slowly down a slope or across land.
- equator: an imaginary circle around the centre of the earth.
- North pole: the most northern point of the earth.
- South pole: the most southern point of the earth.

We will be able to:

- Locate the Equator, North and South Poles and their relevant weather and seasonal patterns.
- Use world maps, atlases and globes to identify the hot and cold areas of the world in relation to the equator and the north and south poles.



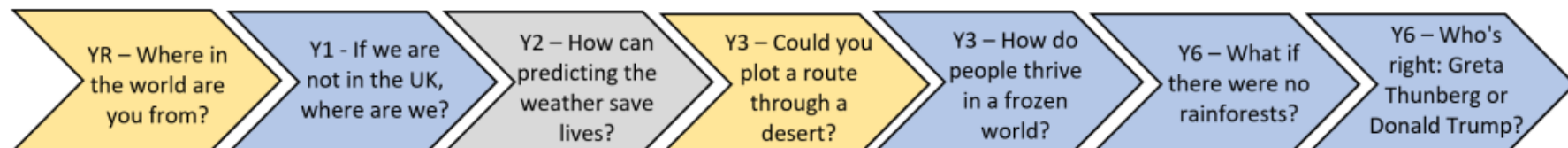
Aim High tasks to deepen our learning...

- Identify and compare physical and human features of the Sahara and Antarctica
- Explore the impact that humans have on the environment and the effects of climate change in hot and cold deserts.

Shine Bright Experience:

- Work in groups to create a presentation about the Sahara or Antarctica.

How does this link to previous and future learning?





Year 2 Geography Summer: What happens when a street becomes a river?

We will continue to explore our year two enquiry, “How do we survive in wild world?” by comparing the impact of flooding on a region in India and in the UK.

Key Skill: I can compare and contrast human and physical geographical features in different places in the world with the UK. **Work Together Concept:** Planet Earth

Crucial Knowledge:

- A monsoon is a season of very heavy rainfall. It lasts between June and September.
- A flood is the covering of land with a large amount of water.
- Flooding in Warrington - most Warrington postcodes are low flood risk, with some medium, high, and very low flood risk postcodes.
- Positive impact of floods: Floods can bring water back to dry areas. Floods will ensure that there is water for irrigation or for drinking water in dry places.
- Negative impact of floods: Loss of human life, damage to property, destruction of crops, loss of livestock.
- Like people, animals can get displaced during a flood. Many animals die during a flood because their habitats have been destroyed.
- Flooding has a range of impacts on humans including: people can be injured or killed by flooding, floodwater is often contaminated with sewage, which can lead to illness and affect clean drinking water, power supplies can be disrupted, businesses can be forced to shut down, services such as hospitals and schools can close, transport networks can be affected, such as flood damage to bridges, railways and roads, homes and properties can be flooded, people may have to move out of their properties until flood damage is repaired and possessions can be damaged and washed away.
- Compare and contrast: India is located in Asia and is close to China, Pakistan and Nepal. The capital city of India is New Delhi.
- Chembakolli is in the south of India in a region known as Tamil Nadu. It is the eleventh largest state in India. Chembakolli is near the equator and has a tropical climate. This means it is hot and humid for most of the year, with little change of season. People who live here will experience lots of rain, hot days and warm nights. This part of India also experiences monsoons.

Aim High tasks to deepen our learning...

- Identify similarities and differences between homes in the local area and homes in Chembakolli, India.
- Describe some of the causes of flooding.
- Explain the impact of flooding.

Shine Bright Experience:

- Design and make a flood resistant house.

How does this link to previous and future learning?

Vocabulary:

UK: the United Kingdom

India: a country in South Asia

Chembakolli: a village in the south of India, in the region of Tamil Nadu.

continent: a large, continuous area of land.

village: a place where people live, smaller than a town.

river: a large, natural stream of water that flows over land.

monsoon: a seasonal change in wind direction, that brings huge storms.

flooding: the covering of land with a large amount of water.



We will be able to:

- Locate countries, towns and villages on different maps.
- Identify and compare daily and seasonal weather patterns in the UK and in India.
- Explain the impact of monsoons in India.
- Use maps and photographs to identify physical features of a small region in a contrasting non-European country.



Year 3 Geography - Autumn 1: Could you plot a route through the desert?

We will begin our Year 3 enquiry "How do humans achieve great things at the ends of the earth?" by learning about mapping techniques.

Key Skill: I can use maps, atlases, globes and digital resources to develop my knowledge of mapping.

Work Together Concept: Mapping

Crucial Knowledge:

- A desert is a barren area of landscape where little precipitation occurs.
- Maps use symbols like lines and different colours to show features such as rivers, roads, cities or mountains. All these symbols help us to visualise what things on the ground actually look like. Maps also help us to know distances so that we know how far away one thing is from another.
- We use maps as a reference to show boundaries, landforms, water bodies, and the positions of cities. Maps also help us to know the routes of an area, landmarks, location (latitudes and longitudes) of a building or things.
- The four main map compass points are North, East, South and West.
- By drawing a line in between each of the cardinal points, you can create an eight-point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW).
- Latitude and longitude are a system of lines used to describe the location of any place on Earth. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.
- A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.
- A route is a way or course taken in getting from a starting point to a destination.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) and how these can be useful to plot a route through the desert.
- Know the human and physical characteristics (climate/biomes/vegetation belts...), key topographical features and land-use patterns of a desert.
- Maps, symbols and keys are used to identify human and physical features of places.

Vocabulary:

Sketch map – A map with only small details.

Key – Helps us to understand symbols on a map.

Compass rose – Something printed on a map to show different directions.

Map symbol – A picture or sign on a map that represent something.

Compass – A tool that shows people which direction they are travelling in.

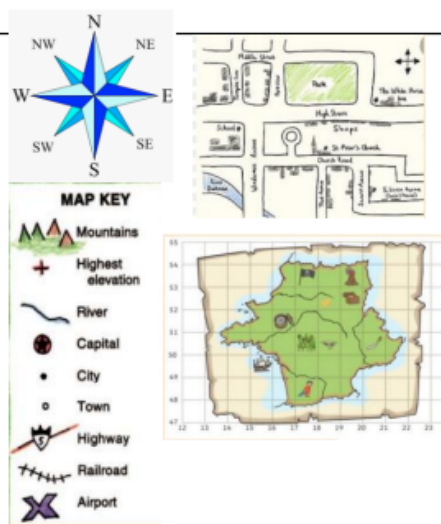
4-figure grid reference – Something used on maps to pinpoint a location of a square.

Latitude – Invisible lines that run in an east-west direction around Earth.

Longitude – Invisible lines that run in a north-south direction around Earth.

Coordinates – Numbers used to indicate the position of a point.

Greenwich Meridian – An imaginary line used to indicate the point '0' of longitude.



We will be able to:

- Use maps, atlases and globes to develop geographical understanding.
- Use geographical tools.
- Recognise a range of map types and which map types are best used in different contexts.
- Begin to question the reasons behind why a map has been made and the story the map tells us.

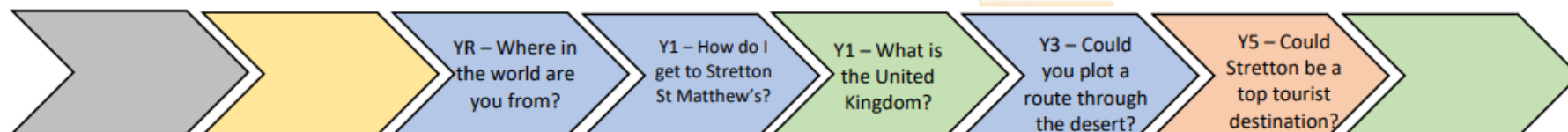
Aim High tasks to deepen our learning...

- To be able to locate the regions of the UK.

Shine Bright Experience:

- To take part in orienteering activities to explore the school grounds.

How does this link to previous and future learning?





Year 3 Geography Autumn 2: How do people thrive in a frozen world?

To begin our enquiry about “How do people thrive in a frozen world?” we will learn about the tundra biome and explore how Inuit communities in Alaska live.

Key Skill: I can compare and contrast human and physical geographical features in different places in the world with the UK. **Work Together Concept: Biomes**

Crucial Knowledge:

- Both the Arctic (North Pole) and the Antarctic (South Pole) are cold because they don't get any direct sunlight. The Sun is always low on the horizon, even in the middle of summer. In winter, the Sun is so far below the horizon that it doesn't come up at all for months at a time. The Arctic is ocean surrounded by land.
- Know where to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions.
- Inuit have lived on Nunangat (the land, water, and ice) since time immemorial and continue to do so today. Cultural and oral traditions are based on sharing, co-operation, and respect for the land, the animals, fish, and peoples. The Inuit had developed winter clothing that ensured an effective use of the body heat, avoiding holes that would allow air to leak out.
- Melting ice speeds up climate change. Global warming is causing Arctic ice to melt –ice reflects sunlight, while water absorbs it. When the Arctic ice melts, the oceans around it absorb more sunlight and heat up, making the world warmer as a result.
- In physical geography, tundra is a type of biome where the tree growth is hindered by low temperatures and short growing seasons.
- Most of the Arctic settlements are small (less than 5 000 inhabitants).
- Describe and understand key aspects of human geography of Arctic regions including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Both the Arctic and Antarctic are popular tourist destinations. Tourism increases shipping and air travel, leading to water and air pollution. There is also a risk of boats grounding, which can cause oil spills. Tourists disrupt breeding colonies of birds and seals.

Vocabulary:

Arctic: the region around the north pole.

Arctic circle: one of the lines of latitude around the earth.

Inuit: a group of Native American people living in Arctic regions.

Inuk: a member of an Inuit community.

equator: an imaginary circle around the centre of the earth.

North pole: the most northern point of the earth.

South pole: the most southern point of the earth.

tundra: a vast, flat region where the sub-soil is permanently frozen.

sub-Arctic: the region immediately south of the Arctic circle.

permafrost: a thick layer of soil that remains below freezing point throughout the year.

biome: a large, naturally occurring region that has a certain climate and certain types of living things.

flora- Plants that grow in a certain area. fauna- Animals that live in a certain area.



We will be able to:

- Use maps, globes and atlases to identify countries where Inuit communities live.
- Identify the equator, poles and polar regions on maps and explain why the Arctic has a cold climate.
- Describe the physical features of the Arctic.
- Describe some human features of the Arctic.
- Explore the impact of climate change in the Arctic.
- Explore the impact that certain human activities have in the Arctic region.

Aim High tasks to deepen our learning...

- To explore the impact of climate change and human activity on the arctic.
 - To know all the countries that fall within the arctic circle.

Shine Bright Experience:

- Prepare and present our own news reports on how Inuit live in Alaska.

How does this link to previous and future learning?

YR – What's the weather like today?

Y1 What is the United Kingdom?

Y1 If we are not in the UK, where are we?

Y2 Would you prefer to live in a hot or cold desert?

Y2 What happens when a street becomes a river?

Y3 How do people thrive in a frozen world?

Y6 What is there were no rainforests?

Y6 Who's right: Greta Thunberg or Donald Trump?



Year 3 Geography Summer 1: Are people mad to climb mountains?

We will continue our Year 3 enquiry "How do humans achieve great things at the ends of the earth?" by learning all about mountain ranges.

Key Skill: I can use maps, atlases, globes and digital resources to identify places and features.

Work Together Concept: Biomes

Crucial Knowledge:

- The main differences in climate of mountains are temperature and moisture. The temperature on mountains becomes colder the higher the altitude gets. Mountains tend to have much wetter climates than the surrounding flat land.
- The three highest mountains in the UK are: Snowdon, in Wales (1085m), Scafell Pike, in England (978m) and Ben Nevis, in Scotland (1345m).
- Mountains are made when Earth's crust is pushed up in big folds or forced up or down in blocks. Mountains form over the course of millions of years.
- Mountains are not all the same. There are fold, block, dome, and volcanic mountains. Mountains are jagged because they are constantly eroded by the weather, which wears the rocky surface away.
- Key features of mountain ranges: They usually have steep, sloping sides and sharp or rounded ridges, and a high point, called a peak or summit.
- Most geologists classify a mountain as a landform that rises at least 1,000 feet (300 meters) or more above its surrounding area. A mountain range is a series or chain of mountains that are close together.
- Tourists are attracted to mountain destinations for many reasons, including the climate, clean air, unique landscapes and wildlife, scenic beauty, local culture, history and heritage, and the opportunity to experience snow and participate in snow-based or nature-related activities and sports.
- Although tourism has its advantages, it can have serious impact on the environment, the people who live there and the local economy. As more and more people visit the mountains, whether to climb or simply to trek through the valleys, the chances of the environment being permanently damaged become ever greater.

Aim High tasks to deepen our learning...

- Children will learn how tourism is impacting mountains and their environment.

Shine Bright Experience:

-

How does this link to previous and future learning?

Vocabulary:

Mountain – That which is higher and steeper than a hill.

Mountain range – Long chains or groups of mountains.

Tectonic Plates – Pieces of land that connect together on the Earth's outer shell.

Anticlines – The upward folds of a fold mountain.

Synclines – The downward folds of a fold mountain.

Climate – The weather over a long period of time.

Altitude – The height of an object in relation to sea/ground level.

Summit – The top of the mountain.

Snowline – Above here, snow and ice cover the mountain all year.

Tree line – the highest point forests are found.

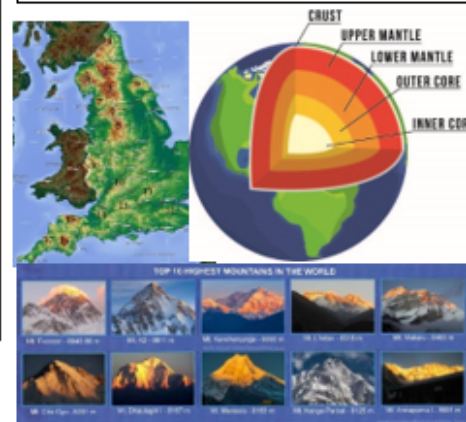
Ridge – A long, narrow, high section of land.

Foot – The bottom of the mountain.

Face – The side of a mountain

Plateau – An area of flat, high ground.

Slope – An area of ground increasing in height.



We will be able to:

- Use maps, atlases and globes to locate some mountain ranges of the world and in the UK.
- Describe the key physical features of mountain ranges.
- Name some different types of mountains.
- Explain how some mountains are formed.
- Describe a mountainous climate.

YR – What's the weather like in the UK?

Y1 What is the United Kingdom?

Y1 If we are not in the UK, where are we?

Y2 Would you prefer to live in a hot or cold country?

Y2 What happens when a street becomes a road?

Y3 How do people thrive in a frozen landscape?

Y6 What is there were no mountains?

Y6 Who's right: Greta Thunberg?



Year 4 Geography Autumn: Can you make a city earthquake-proof?

To begin our enquiry about "Why on earth would you live here?" we will learn about the causes of volcanoes and earthquakes and by exploring how different countries prepare for extreme natural disasters

Key Skill: I can describe physical and human geographical processes

Work Together Concept: Weather

Crucial Knowledge:

A volcano is defined as an opening in the Earth's crust through which lava, ash, and gases erupt.

A volcano is formed when hot molten rock, ash and gases escape from an opening in the Earth's surface. The molten rock and ash solidify as they cool, forming the distinctive volcano shape shown here. As a volcano erupts, it spills lava that flows downslope. Hot ash and gases are thrown into the air.

Many of the world's active volcanoes are located around the edges of the Pacific Ocean. The 'Ring of Fire' is a volcanic chain surrounding the Pacific Ocean.

Earthquakes can be felt over large areas although they usually last less than one minute. Earthquakes cannot be predicted. There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. Many earthquakes occur around the Pacific Ocean.

People who live there, in countries such as Japan, are used to earthquakes happening and build earthquake-resistant buildings that sway with the shock waves rather than fall down.

Earthquake zones - Often people live in these zones because they decide that the advantages of the place outweigh the risks. Most volcanoes and earthquake zones are safe for long periods in between eruptions or earthquake events.

When an earthquake occurs, stay away from outer walls, windows, fireplaces, and hanging objects. If you are unable to move from a bed or chair, protect yourself from falling objects by covering up with blankets and pillows. If you are outside, go to an open area away from trees, telephone poles, and buildings, and stay there.

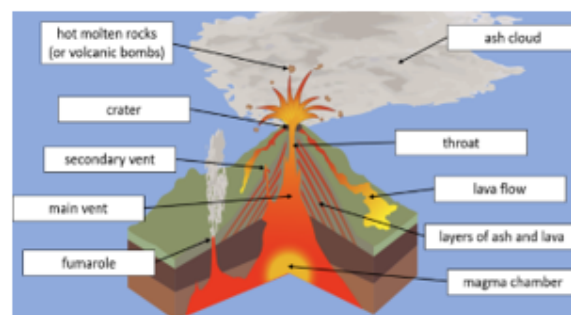
Earthquakes can be useful to humans because they provide a picture of what's going on underground.

Aim High tasks to deepen our learning...

- Know the names and locations of the main tectonic plates

We will be able to:

- Use maps, atlases, and globes to locate countries and describe features studied.
- Be able to identify the layers of the earth and how earthquakes occur.
- Discuss the inside of a volcano and understand the difference between magma and lava.
- Understand life in an earthquake/volcano zone and be familiar with the precautions/preparations required.



Shine Bright Experiences:

- Create a cross section of the Earth using modelling clay
- Volcano experiment
- Design an earthquake-proof building

Vocabulary:

Volcano – an opening or rupture in the Earth's crust through which lava, ash and gases escape

Earthquake – a sudden violent shaking of the ground, typically causing great destruction

Magma – a molten substance beneath the Earth's crust

Lava – hot, liquefied rock that flows from a volcano or other opening in the surface of the earth

Tectonic plates – pieces of land that connect together on the Earth's crust

Active - a volcano which is either erupting or is likely to erupt in the future

Dormant – an active volcano that is not erupting, but supposed to erupt again

Extinct – a volcano that has not had an eruption for at least 10,000 years

Core – the centre of the Earth which has a solid inner core and a liquid outer core

Mantle – the layer of the earth that lies between the crust and the core

How does this link to previous and future learning?

Y2
Seasons

Y3
Climate and
weather

Y4 The
Mersey:
Friend or Foe?

Y6 What if
there were no
rainforests?

Y6 How many
countries does it
take to make a
mini cooper?

Y6 Who's right:
Greta
Thunberg
or Donald Trump?



Year 4 Geography Spring: What if you could design the perfect place to live?

We will continue our enquiry "Why on earth would you live here?" by learning about different types of settlements.

Key Skill: I can use geographical tools

Work Together Concept: Natural Resources

Crucial Knowledge:

Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are.

Early settlers often looked for certain features and natural resources in an area to make life easier: local raw materials, e.g. wood and stone, to build homes. a local water supply for drinking, washing, cooking and transport. dry land, so that people could build on areas that don't flood.

Land use is when an area is used for a specific purpose. There are five types of land use: residential, agricultural, recreation, transportation, and commercial. People should make sure they use land responsibly to respect other people and our environment.

Settlements and trade are linked. This is because settlements needed good transport links in order to trade with other places. This is still the case today.

Aim High tasks to deepen our learning...

- Know the names of the English counties

We will be able to:

- 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
- Find out how the towns and cities of the UK first developed.
- Learn about the needs and requirements early settlers had when choosing a place to build a home.

Natural Resources



Shine Bright Experiences:

- Complete a traffic survey in Stretton

Vocabulary:

Settlement- places where people live and sometimes work

Natural resources- something that is found in nature and can be used by people

City – largest settlement

Hamlet – a very small settlement

Urban- an area where many people live and work close together

Rural – the opposite of urban, where farm lands and nature are

Agriculture – another word for farming

Industrial – businesses that provide a certain product e.g. the oil industry

Residential – where people live

Commercial – where people set up businesses like restaurants or shops

Essential – something you need to survive

Desirable – something that you would like, but isn't essential

How does this link to previous and future learning?

Y2
Journeys

Y4 The Mersey:
Friend or Foe?

Y5 How do we
maximise water
as a resource?

Y6 What if there
were no
rainforests?

Y6 How many
countries does it
take to make a
mini-conner?



Year 4 Geography Summer: River Mersey, friend or foe?

We will continue our enquiry “Why on earth would you live here?” by learning about rivers and their geographical features.

Key Skill: I can describe physical and human geographical processes.

Work Together Concept: Natural Resources

Crucial Knowledge:

- Water on Earth cycles from the oceans, where it evaporates from the surface, into the atmosphere, forms clouds, falls onto the land as rain, travels through wetlands, rivers, lakes and underground then returns to the ocean – known as the water cycle.
- Name at least 10 major world rivers and the continents they flow through and begin to know some facts.
- Rivers can be divided into three stages:

The Upper Course

The Middle Course

The Lower Course.

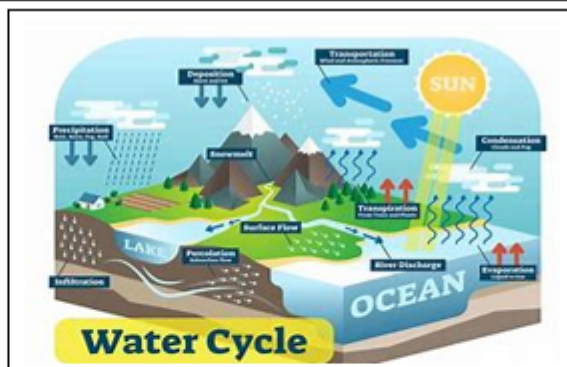
- A dam is a barrier, built to hold back water, usually held in a reservoir.

Advantages: Dams are often built along the course of a river to control the amount of discharge. Water is held back by the dam and released in a controlled way. This controls flooding.

Disadvantages: Building a dam can be very expensive, sediment is often trapped behind the wall of the dam, leading to erosion further downstream and settlements and agricultural land may be lost when the valley is flooded to form a reservoir.

We will be able to:

- To understand and describe the key aspects of physical geography – rivers
- To understand the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time.
- To understand the nature of a river and how it changes on its journey from source to sea



Shine Bright Experiences:

- Visit to River Bollin

Aim High tasks to deepen our learning...

- Plot 10 major rivers on a world map.

How does this link to previous and future learning?

Y2 What happens when a street

Y4 What if you could design the perfect place to

Y5 How do we maximise water use?

Y5 What if there were no rainforests?

Y6 How many countries does it take to make a

Vocabulary:

bank the land at the side of the river.

basin land water must cross to reach a river. It collects all available water from tributaries, creeks, and streams in its area.

bed the bottom of a river. Can be made of sand, rocks or mud depending on the river.

current strength and speed of the river; the steeper the ground is, the stronger the current will be.

confluence junction of two rivers, especially rivers of approximately equal width.

delta wide muddy or sandy area where some rivers meet the sea.

downstream the direction that the water flows, downhill towards the sea.

erosion fast flowing river can damage the riverbanks and wash bits of them downstream, making the river wider.

estuary where a river reaches the ocean and the river and ocean mix.

floodplain flat area around a river that often gets flooded when the level of water in the river is high.

meander A river that follows a winding course.

mouth the end of a river where it flows into the sea, another river or a lake.

silt small bits of dirt or sand that are carried along by a river.

source the start of a river is its source. This could be a spring on a hillside, a lake, a bog or marsh. A river may have more than one source.

tidal river the end of a river, near the ocean.

tributary smaller river or stream that joins a big river.

upstream the opposite direction to the way the water in a river flows.

watershed the boundary between two river basins.



Biomes

Natural
resources

Mapping

Planet Earth

Human Features

Weather

Year 5- Geography – Autumn: How do we maximise water as a resource?

To begin our enquiry of “How do we make the most of where we live?” we will explore the water cycle and the effect it can have on people’s lives.

Key Skill: I can describe physical and human geographical processes

Crucial Knowledge:

- Water pollution is the contamination of water bodies like lakes, rivers, oceans or the sea. The pollution is usually caused due to human interference.
- Causes of water pollution: Sewage or wastewater, dumping, oil pollution, acid rain or industrial waste.
- Impact of water pollution: Diseases, damage to the ecosystem and an adverse impact on the food chain.
- We can conserve water by having showers instead of baths, turning the taps off when brushing teeth, save rainwater to water plants, fill the kettle as much as you need to etc.
- The water cycle describes how water is exchanged (cycled) through Earth’s land, ocean, and atmosphere.
- The 8 stages of the water cycle: evaporation, condensation, precipitation, interception, infiltration, percolation, transpiration, runoff, and storage.
- The process of clouds and rain - water vapor turns into clouds when it cools and condenses. In the cloud, with more water condensing onto other water droplets, the droplets grow. When they get too heavy to stay suspended in the cloud, even with updrafts within the cloud, they fall to Earth as rain.



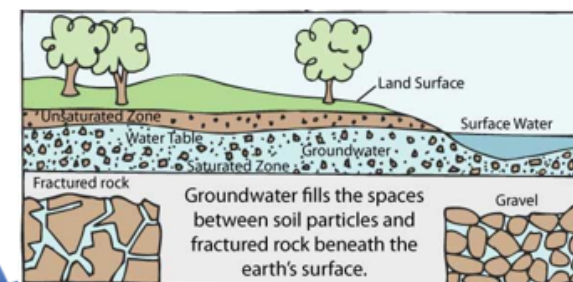
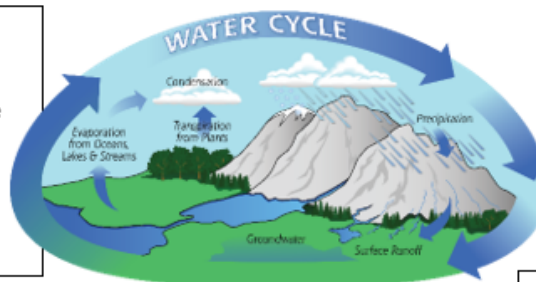
Work Together Concept: Natural resources

Vocabulary:

water cycle – the processes by which water circulates between the earth’s oceans, atmosphere, and land
hydrology - the scientific study of the movement, distribution, and management of water
ground water – water that exists underground, beneath the land surface
aquifer – a body of rock that holds ground water.
pollution – the presence of a substance which has harmful or poisonous effects on the environment
drought – a prolonged period of abnormally low rainfall, leading to a shortage of water
flood – an overflow of a large amount of water beyond its normal limits

We will be able to:

- Describe and understand key aspects of physical geography, including rivers and the water cycle.
- Describe the main events in the water cycle, explain where the processes of evaporation and condensation occur in the water cycle
- Understand how pollution and climate change impact on the water cycle and how this affects people and the environment.
- Gather data to describe and compare weather patterns.



How does this fit in with our other learning?



Aim High tasks to deepen our learning...

- To know that 71% of Earth’s surface is water and to know how this is distributed

Shine Bright Experience:
United Utilities educational talk



Biomes

Natural
resources

Mapping

Planet Earth

Human Features

Weather

Year 5- Geography – Spring: Is Warrington the greatest town in Europe?

To begin our enquiry of "How do we make the most of where we live?" we will compare Warrington with its twinned towns in Europe.

Key Skill: I can compare and contrast human and physical geographical features in different places in the world with the UK

Crucial Knowledge:

- Know the countries of Europe and compare human/physical features of European landscapes with Warrington.
- Understand similarities between the climate of a place in Europe and where I live.
- Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years. Climate is like the weather, but over a long time.
- Most of the cities in the United Kingdom have been developed in lowland areas. This is because a lot of lowland areas are really easy to build on and they tend to feature relatively mild climates.
- Twinned towns - A sister city or twin town relationship is a form of legal or social agreement between two geographically and politically distinct localities for the purpose of promoting cultural and commercial ties.
- Warrington is twinned with: Hilden (Germany) and Nachod (Czech Republic).



Work Together Concept: Human Features

Vocabulary:

Europe – Is a continent, western part of Eurasia.

Continent – Any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia and Antarctica)

Country – A nation with its own government.

Capital city – The city that functions as a seat of government.

Tourism – Holidays and visits to places of interest.

Climate – the weather conditions prevailing in an area in general or over a long period.

We will be able to:

- Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge maths, science, the arts and other scholarly influences.



Aim High tasks to deepen our learning...

- To recall the regions of Europe and the main countries within each and name one of their significant physical/human features.



How does this fit in with previous and future learning?

Y2 - Seven wonders of the world.

Y5 - Could Stretton be a top tourist destination?

Y6 - How many countries does it take to make a Mini Cooper?

Y7 - The growth of Warrington.

Shine Bright Experience:

Teams call with the tourist office in Hilden or Nachod.



Biomes	Natural resources	Mapping	Planet Earth	Human Features	Weather
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Year 5- Geography – Summer: Could Stretton be a top tourist destination?

To continue our enquiry of “How do we make the most of where we live?” we will carry out fieldwork of our local area.

Key Skill: I can use fieldwork skills to observe, measure and record human and physical features in the local area

Crucial Knowledge:

- Local environment – Where are we? What is there around us? Land use/buildings/open spaces...
- The physical and human characteristics of a place make it unique. Physical characteristics include the natural environment, such as landforms, elevation, water features, climate, soil, natural vegetation, and animal life.
- Stretton is a village and civil parish in Warrington, Cheshire, England. The parish includes the village of Lower Stretton. It is at the very southern tip of Warrington, about 4 miles south of the town centre.
- Know the main areas of the school environment.

We will be able to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)



Work Together Concept: Human Features

Vocabulary:

Settlement – a place where people establish a community

Land use – the management and modification of natural environment or wilderness into built environment such as settlements

Tourism – the movement of people to countries or places outside their usual environment

Fieldwork – practical work conducted by a researcher in the natural environment

Amenities – a desirable or useful feature or facility



How does this fit in with previous learning?



Aim High tasks to deepen our learning...

- To know the exact the grid reference and GIS reference points for Stretton off by heart.

Shine Bright Experience:

Fieldwork in the local area.



Year 6 – Geography – Autumn 2: What if there were no rainforests?

To begin our enquiry of “What if there were no rainforests?” we will learn about the biomes of the world, identifying key features, vegetation, wildlife and climate of the rainforest biome.

Key Skill: I can use locational knowledge to identify countries, continents, regions and topographical features.

Work Together Concept: Biomes

Crucial Knowledge:

- Know how organisms, adapt to cope with life in their biome and how their adaptations have enabled them to survive.
- A rainforest is an area of tall trees and a high amount of rainfall.
- Biomes are areas around the world with specific patterns of weather.
- There are different types of biomes around the world, all determined by the position of a place in relation to the Equator.
- The six main biomes are: aquatic, desert, forest, grassland, rainforest and tundra.
- The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity (species richness).
- The community of organisms living in a biome are affected by abiotic, environmental factors and by the feeding relationship in their ecosystem.
- Global environmental problems - various processes that can be said to contribute to the global environmental problems include pollution, global warming, acid rain, depletion of natural resources, overpopulation, waste disposal, deforestation and loss of biodiversity. These processes have highly negative impact on our environment.
- Despite all the rain and the wildlife, about 1.5 million people live in rainforests around the world. Their daily life is very different than ours.
- Overexploitation: Human activity and development in the tropical rainforest has led to massive amounts of forest land being converted into other human uses such as mining or agriculture.
- Overexploitation of the rain forests Natural resource is a highly damaging impact that humans have on the rainforest, massive amounts of trees are cut down in the rainforest which are used for the timber industry, this cutting down of the trees causes a massive drop in the habitat of the forest's organisms and the machinery used to complete this process provide a massive source of pollution and habitat destruction.
- Know how and why people may seek to manage environments sustainably and know the features of biomes and identify indigenous people.

Vocabulary:

Rainforest – are forests with tall trees, warm climates and lots of rain.

Desert – is any large region that gets very little rain each year.

Savanna – is land of warm regions that is covered with grass and only a few shrubs and trees.

Taiga – the largest biome on earth.

Tundra – is an area with no trees and an extremely cold climate.

Biome – is a large region of earth that has a certain climate and certain types of living things.

Climate – is the average measurements of temperature, wind, humidity, snow and rain in a place over the course of years.

Ecosystems – is made up of all the living and non-living things in an area.



We will be able to:

- Locate rainforests across the world, identifying key geographical patterns.
- Demonstrate an understanding of the impact of human exploitation of the rainforest biome.
- Explore the rainforest as a home for indigenous people.
- Use geographical vocabulary to describe the biomes of the world.
- Ask and answer simple geographical questions about the rainforest.

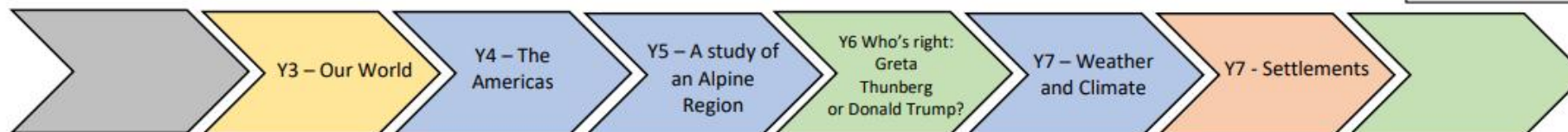
Aim High tasks to deepen our learning...

- To learn the 'Biome' song to learn the geographical features and biodiversity of the six main biomes.

Shine Bright Experience:

- Class assembly to showcase and celebrate our learning.

How does this link to previous and future learning?





Year 6 – Geography – Summer 2: How many countries does it take to make a Mini Cooper?

To begin our enquiry of “How many countries does it take to make a Mini Cooper?” we will learn about trade and natural resources.

Key Skill: I can explore a range of geographical sources to recognise the importance of global trade.

Work Together Concept: Natural Resources

Crucial Knowledge:

- Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Trade involves the transfer of goods or services from one person or entity to another
- Almost every kind of product can be found on the international market: food, clothes, spare parts, oil, jewellery, wine, stocks, currencies, and water. Services are also traded: tourism, banking, consulting, and transportation.
- Goods are carried around the world in container ships from port to port and by aeroplane.
- People in the UK can sell things they make when people in other countries want them. This might be because they can't make them themselves or because they are cheaper or better quality. Sending goods like this to other countries is called export.
- There are also things, such as bananas or oranges, that are hard to grow in the UK and we have to buy these things from abroad. This is called import.
- Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a service industry.
- The service industry is the UK's main industry today and we import more goods than we export.
- Know about trade links with different countries – trading with El Salvador.
- Fair trade is an arrangement designed to help producers in growing countries achieve sustainable and equitable trade relationships. Members of the fairtrade movement add the payment of higher prices to exporters, as well as improved social and environmental standard.
- How has trading changed? Trade has grown remarkably over the last century. Goods trade is becoming more intraregional as companies build regional supply chains near their key consumer markets
- How many countries does it take to make a Mini Cooper? BMW Mini plant Cowley – know/find out about trade links, factory life and global links with the plant.
- Know key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade.

Vocabulary:

- Trade: To buy and sell goods and services.
- Exports: The send goods to another country for sale.
- Imports: To bring goods or services into another country from abroad.
- Fairtrade: Trade between companies in developing countries and producers in developing countries in which fair prices are paid to producers.
- Globalisation: The process by which businesses develop international influence or start operating on an international scale.



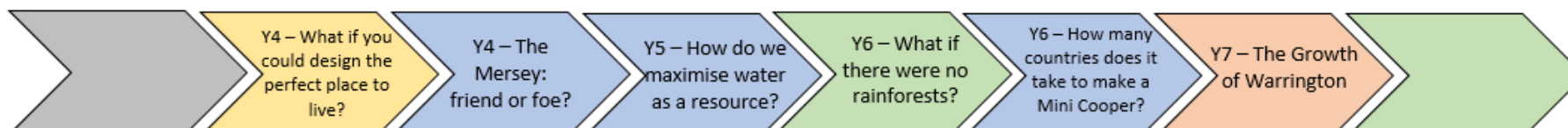
Aim High tasks to deepen our learning...

- To locate five key countries and know the produce they are most well-known for trading.

Shine Bright Experience:

- To create a reel-style video to raise awareness of global trade.

How does this link to previous and future learning?





Year 6 – Geography – Spring 2: Who's right: Greta Thunberg or Donald Trump?

To begin our enquiry of "Who's right: Greta Thunberg or Donald Trump?" we will learn about energy use.....

Key Skill: I can explore a range of geographical sources to identify the cause and impact of global warming on our world.

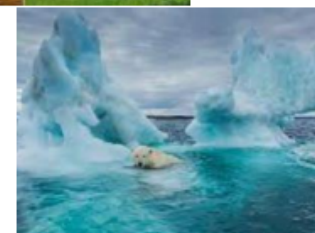
Work Together Concept: Planet Earth

Crucial Knowledge:

- Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation.
- Donald John Trump is an American politician, media personality, and businessman who served as the 45th president of the United States
- Climate change is sometimes called global warming because the whole world is warming up, much more quickly than it should be.
- Impact of climate change and global warming: rising maximum temperatures, rising minimum temperatures, rising sea levels, higher ocean temperatures, an increase in heavy precipitation and shrinking glaciers.
- Know that Earth's climate is changing and that human activities are contributing towards this change.
- Possible actions that could be taken against climate change: eat less meat and dairy, cut back on flying, reduce the amount of car journey and walk if possible, respect and protect green spaces and cut consumption – and waste.
- The greenhouse effect is a natural process that warms the Earth's surface. When the Sun's energy reaches the Earth's atmosphere, some of it is reflected back to space and the rest is absorbed and re-radiated by greenhouse gases. The absorbed energy warms the atmosphere and the surface of the Earth.
- The role of carbon dioxide as a greenhouse gas - carbon dioxide is an important greenhouse gas that helps to trap heat in our atmosphere. However, a gradual increase in CO2 concentrations in Earth's atmosphere is helping to drive global warming, threatening to disrupt our planet's climate as average global temperatures gradually rise
- The biggest culprit of CO2 emissions is electricity, notably, burning coal. China is the largest emitter of carbon dioxide gas in the world, with 10.06 billion metric tons in 2018.

Vocabulary:

- Global warming – A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide and other pollutants.
- Greenhouse effect – The trapping of the sun's warmth in a planet's lower atmosphere, due to greater transparency of the atmosphere to visible radiation from the sun than to infrared radiation emitted from the planet's surface.
- Carbon footprint – The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual,



We will be able to:

- Locate rainforests across the world, identifying key geographical patterns.
- Demonstrate an understanding of the impact of human exploitation of the rainforest biome.
- Explore the rainforest as a home for indigenous people.
- Use geographical vocabulary to describe the biomes of the world.
- Ask and answer simple geographical questions about the rainforest.

Aim High tasks to deepen our learning...

- To know the five countries who contribute the most to global co2 emissions.

Shine Bright Experience:

- Melting Glaciers Investigation

How does this link to previous and future learning?

