

St Clare's Curriculum

Geography



Early Years Statutory Framework

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Pupils look at cold areas of the world, especially the Arctic and Antarctic. They look at different habitats and the animals which live there. They look at different types of housing across the world. Pupils compare life in Coalville with life in the Arctic.

Pupils compare environments, including the school pond area to their own garden and woodland.

Pupils draw maps of the playground or of an area from a story. They use Google Earth to investigate places far away.

Pupils are taught that people in different parts of the world speak different languages.

Pupils learn about different religions, comparing their beliefs.

Through the People who help us topic and the careers programme, pupils learn about the role of different people in society.

National Curriculum Purpose of study

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

National Curriculum Aims

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

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

Key Stage One		
Pupils should be taught to:	Year 1	Year 2
Locational Knowledge		
name and locate the world's seven continents and five oceans		How do you draw and use an aerial map?
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	What is the United Kingdom?	
Place Knowledge		
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	RE - Universal Church topic	How does Coalville compare to the Maasi Mara?
Human and Physical Geography		
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Science - Seasonal Change	How does Coalville compare to the Maasi Mara?
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	What is the United Kingdom?	How does Coalville compare to the Maasi Mara?
use basic geographical vocabulary key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	What is the United Kingdom?	How does Coalville compare to the Maasi Mara?
Geographical skills and fieldwork		
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	What is the United Kingdom?	How does Coalville compare to the Maasi Mara?
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	What is the United Kingdom?	How do you draw and use an aerial map?
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		How do you draw and use an aerial map?
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Science - Seasonal Change	How do you draw and use an aerial map?

Key Stage Two				
Pupils should be taught to:	Year 3	Year 4	Year 5	Year 6
Locational knowledge				
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		What do the lines and symbols on a map mean?	How do the Lake District, the Alps and the Amazon compare?	
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	What are the key physical and human features of the United Kingdom?		How do the Lake District, the Alps and the Amazon compare?	What are the human and physical features of Coalville?
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)				What features do you find on a world map?
Place knowledge				
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			How do the Lake District, the Alps and the Amazon compare?	
Human and physical geography				
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	What causes mountains and volcanoes to form and earthquakes to occur?	What is the water cycle and what are the key features of rivers?	What are the main climate zones and biomes across the world?	
describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Are there enough natural resources for everyone?	What do countries trade with other countries and why?	What are the human and physical features of Coalville?
Geographical skills and fieldwork				
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	What are the key physical and human features of the United Kingdom?	What is the water cycle and what are the key features of rivers?	How do the Lake District, the Alps and the Amazon compare?	What features do you find on a world map?
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	What are the key physical and human features of the United Kingdom?	What do the lines and symbols on a map mean?		
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				What are the human and physical features of Coalville?

Geography Long Term Plan – 2023/24

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS		Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.		Draw information from a simple map.	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and when appropriate maps

Year 1		What is the United Kingdom?				
Year 2		What is a map and how do you use one?		How does Coalville compare to the Maasai Mara?		
Year 3	What causes natural disasters and where are they more likely to occur?	What makes up the United Kingdom and how has it changed over time?				
Year 4				What is the water cycle and what are the key features of rivers?	Are there enough natural resources for everyone?	What do the lines and symbols on a map mean?
Year 5		What are the main climate zones and biomes across the world?	How do the Lake District, the Alps and the Amazon compare?	What do countries trade with other countries and why?		
Year 6			What features do you find on a world map?			What are the human and physical features of Coalville?

Geographical Concepts

These nine strands run through the St Clare's geography curriculum:

Concept	Definition
place	A space or location with meaning, such as a town or country for example
space	A physical space which can be a room, building, city or country for example.
scale	The relative size of objects as shown on a map.
interdependence	How living and non-living things depend on one another.
physical and human processes	The natural processes of the Earth, such as climate and plate tectonics, and the impact and behaviour of people and how they relate to the physical world.
environmental impact	The effect of human activity on the environment.
sustainable development	Development that improves the living conditions in the present without compromising the resources of future generations.
cultural awareness	An understanding of the differences between ourselves and people from other countries or other backgrounds.
cultural diversity	Appreciating that society is made up of many different groups with different interests, skills, talents and needs.

Place

A space or location with meaning, such as a town or country for example

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is the United Kingdom?	How does Coalville compare to the Maasai Mara?	What causes mountains and volcanoes to form and earthquakes to occur?	What is the water cycle and what are the key features of rivers?	How do the Lake District, the Alps and the Amazon compare?	What features do you find on a world map?
Science – Seasonal change	How do you draw and use an aerial map?	What are the key physical and human features of the United Kingdom?	Are there enough natural resources for everyone?	What are the main climate zones and biomes across the world?	What are the human and physical features of Coalville?
			What do the lines and symbols on a map mean?	What do countries trade with other countries and why?	

Space

A physical space which can be a room, building, city or country for example.

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Scale

The relative size of objects as shown on a map.

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Interdependence

How living and non-living things depend on one another.

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Physical and Human Processes

The natural processes of the Earth, such as climate and plate tectonics, and the impact and behaviour of people and how they relate to the physical world.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is the United Kingdom?	How does Coalville compare to the Maasai Mara?	What causes mountains and volcanoes to form and earthquakes to occur?	What is the water cycle and what are the key features of rivers?	How do the Lake District, the Alps and the Amazon compare?	What features do you find on a world map?
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Environmental Impact

The effect of human activity on the environment.

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What is the United Kingdom?	How does Coalville compare to the Maasai Mara?	What causes mountains and volcanoes to form and earthquakes to occur?	What is the water cycle and what are the key features of rivers?	How do the Lake District, the Alps and the Amazon compare?	What features do you find on a world map?
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Sustainable Development

Development that improves the living conditions in the present without compromising the resources of future generations.

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Cultural Awareness

An understanding of the differences between ourselves and people from other countries or other backgrounds.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Cultural Diversity

Appreciating that society is made up of many different groups with different interests, skills, talents and needs.

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Substantive and Disciplinary Knowledge

Substantive knowledge – is split into four strands and is detailed on the knowledge organisers which follow

- locational knowledge
- place knowledge and understanding
- knowledge of environmental, physical and human geography processes
- geographical skills

Disciplinary knowledge – The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.

In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:

- take a holistic view of the content studied
- establish whether the geographical questions posed, the methods used, and the answers found are valid
- recognise the interconnectedness of different geographical content
- appreciate what it means to be a geographer by asking geographical questions such as 'why is this place like this?', 'how is this place changing?' and 'how are other places affected?'

Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.

Year 1 – What is the United Kingdom?



St Clare's Unit Plan:

I can understand that the United Kingdom is a union of four countries

I can locate and identify key features of England

I can locate and identify key features of Wales

I can locate and identify key features of Northern Ireland
--

I can locate and identify key features of Scotland
--

I can explain what makes up the United Kingdom
--

Learning enhancements:

Links to prior learning:

- EYFS – where we live

Northern Ireland

Northern Ireland is one of four **countries** that make up the **United Kingdom**.

The **capital city** of Northern Ireland is **Belfast**.

Northern Ireland's flag is known as The Flag of Saint Patrick.

The national flower of Northern Ireland is the shamrock.

Northern Ireland has known **human features** such as the city of Belfast.

Northern Ireland has known **physical features** such as The Giant's Causeway.

Scotland

Scotland is one of four countries that make up the **United Kingdom**.

The capital city of Scotland is **Edinburgh**.

Scotland's flag consists of a white saltire on a blue background.

The national flower of Scotland is the thistle.

Scotland has known **human features** such as Edinburgh Castle.

Scotland has known **physical features** such as Loch Ness and a mountain called Ben Nevis.



Wales

Wales is one of four **countries** that make up the **United Kingdom**.

The **capital city** of Wales is **Cardiff**.

Wales is symbolised by having a dragon on their flag.

The national flower of Wales is the daffodil.

Wales has known **human features** such as Cardiff city.

Wales has known **physical features** such as The River Severn and Brecon Beacons.

England

England is one of four **countries** that make up the **United Kingdom**.

The **capital city** of England is **London**.

England's flag is called The flag of Saint George.

The national flower of England is the rose.

England has many known **human features** such as Buckingham Palace, Big Ben and The Houses of Parliament.

England has many known **physical features** such as The River Thames and countryside.

Geographical Skills

- Use of atlases
- Locating where we live

Year 2 - How do you draw and use an aerial map?



St Clare's Unit Plan:

I can use compass directions to move around a map
I can use aerial maps to identify key features
I can name and locate the world's continents and oceans
I can draw an aerial map
I can undertake fieldwork in order to produce an aerial map
I can draw and use an aerial map


Learning enhancements:

- Pupils explore the school grounds in order to create a map

Links to prior learning:

- EYFS – maps and plans
- Year 1 – maps in United Kingdom topic

How do you draw and use an aerial map?

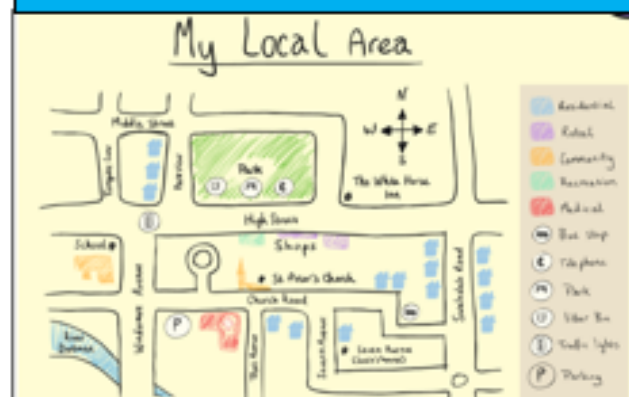
An Aerial View	Key Features	Compass Directions
<p>Maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.</p>	<p>Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.</p>	<p>People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.</p> 

Key Vocabulary	
sketch map	A simple map with only basic details.
key	Helps us understand map symbols. Also known as a legend.
compass rose	This is printed on a map to show different directions.
map symbol	A picture or a sign on a map that represents something else.
Ordnance Survey	A survey organisation in the UK which prepares very detailed maps of the country.
route	A way of getting from a start point to a finish point.
compass	A tool which shows people which direction they are travelling in and helps them find their way.

Using an atlas

An **atlas** shows maps of **continents**, countries, **oceans** and the **physical features** of a place. Its contents page shows a list of all the maps and the page that they can be found on. The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the **atlas** and shows which page number to look on.

A Sketch map



Geographical Skills

- Use of atlases
- Fieldwork – mapping the school grounds and vicinity

Year 2 – How does Coalville compare to the Maasi Mara?



St Clare's Unit Plan:

I can locate Coalville on a map and discuss its physical features
I can locate the Maasai Mara on a map and discuss its physical features
I can compare the human features of Coalville and the Maasai Mara
I can locate the hot and cold areas of the world and compare Coalville's weather to that in the Maasai Mara
I can compare the life of a child in the Maasai Mara to my life in Coalville
I can compare Coalville to the Maasai Mara

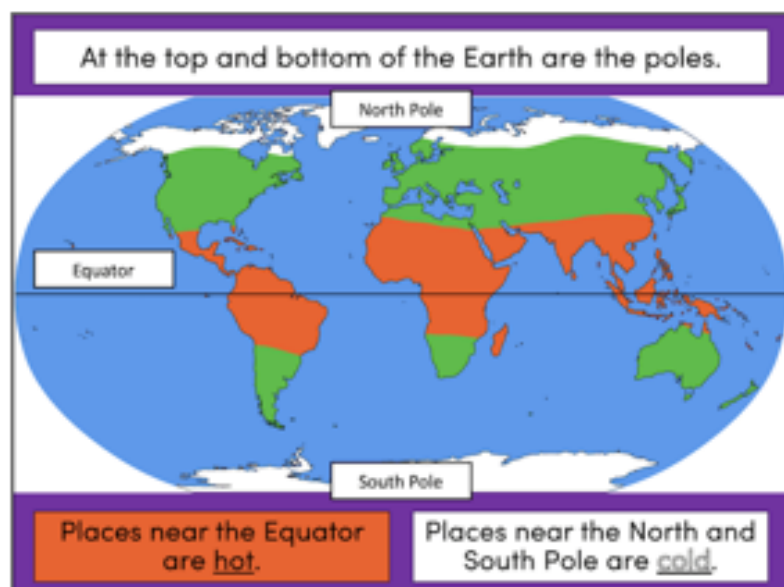
Learning enhancements:

Links to prior learning:

- EYFS – where I live – recognising that some environments are different to the one I live in
- Year 1 – the United Kingdom
- Year 1 – science – seasonal change
- Year 2 – aerial maps

How does Coalville compare to the Maasai Mara?

	Coalville	Maasi Mara
Location	England, United Kingdom, Europe	Kenya, Africa
High ground	Bardon Hill	Mount Kenya
Bodies of water	River Sense	Mara River
Landscape	Urban	Grassland
Climate	Cold and wet winter; warm summer	Hot, sunny and dry all year



Traditional mud hut.



Maasai Tribe.

Life of a child in the Maasai Mara

- Most children in Kenya go to school, but not all of them.
- Some children, especially in **rural** areas, are too busy helping their families by working on the farm, cooking or fetching water.
- At school, some children may be different ages but in the same year group.

Geographical Skills

- Use of atlases
- Comparing physical and human features of two contrasting areas

Year 3 - What causes mountains and volcanoes to form and earthquakes to occur?



St Clare's Unit Plan:

I can explain what the Earth is made of
I can explain how mountains and volcanoes are formed
I can identify and explain what the Ring of Fire is
I can explain what causes an earthquake
I can explain how earthquakes are measured and their impact on human features
I can explain what causes mountains and volcanoes to form and earthquakes to occur

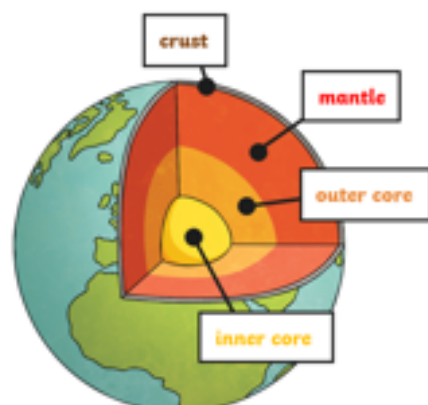
Learning enhancements:

- Pupils make a model of the Earth
- Pupils make models of how mountains are formed

Links to prior learning:

- Year 2 – aerial maps

What causes mountains and volcanoes to form and earthquakes to occur?



Under the Earth's surface

- Layers of Soil : **Humus** (top layer made of rotting leaves and animals); **Topsoil** (where plants grow roots); **Subsoil** (made up of rocks and stones in clay); **Bedrock** (made up of lots of rock)
- Layers of the Earth: **Crust** (outer layer); **Mantle** (extremely hot rock); **Outer core** (Iron and Nickel); **Inner core** (hottest layer).

Volcanoes

- Earth's crust broken up into lots of huge areas called **tectonic plates**.
- Tectonic plates can move by rubbing together, moving away or towards each other.
- A volcano is formed by pressure building under the Earth's surface, **magma** then erupts through Earth's **crust** resulting in **lava** and **ash** which makes the volcano shape.
- Parts of a volcano:



- **Active** – erupted in last 10,000 years
- **Dormant** – not erupted in the last 10,000 years but may erupt again.
- **Extinct** – not erupted in the last 10,000 years and is not expected to erupt again.

Famous Volcanoes

- Krakatoa
- Mount Vesuvius
- Mount Fuji

Geographical Skills

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

Earthquakes

- Earthquakes occur near the tectonic plate boundaries
- **Richter scale** and **Mercalli scales** measure the power of an earthquake.
- In an earthquake you must drop, cover and hold; stay calm and take shelter where you are.

The Human Cost of Earthquakes

- Chile, 26th May, 1960
- San Francisco, Wednesday 18th, 1906
- Sumatra, Indonesia, 26th December, 2004

How mountains are formed

- Fold mountains – when tectonic plates collide
- Fault block – faults push some blocks up and others down
- Dome – magma under the surface without erupting
- Volcano – magma erupting
- Plateau – erosion



Year 3 - What are the key physical and human features of the United Kingdom and how have they changed over time?



St Clare's Unit Plan:





I can name and locate some of the counties in the United Kingdom
I can name and locate the main rivers and seas of the United Kingdom
I can name and locate areas of high ground in the United Kingdom
I can identify ways in which London has changed over time
I can describe how the United Kingdom has changed over time
I can describe the key physical and human features of the United Kingdom and how these have changed over time

Learning enhancements:

Links to prior learning:

- All previous map work
- Year 1 – United Kingdom unit
- Year 1 – history – the Great Fire of London
- Year 3 - mountains








What are the key physical and human features of the United Kingdom and how have they changed over time?

The UK					
Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains

Geographical Skills

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



Timeline of London			
Date AD (around)	Event		Population (approx.)
43	Romans invaded Britain and built a settlement called Londinium on the banks of the river Thames.		unknown
1066	After the Norman Invasion, many forts were built including the Tower of London.		
1209	London Bridge was built to replace smaller, wooden bridges on the Thames.		80 000
1665	Over 60 000 people died due to the Great Plague.		
1666	The Great Fire of London destroyed 60% of the City.		
1762	Buckingham House was built, now known as Buckingham Palace.		1 million
1805-1886	Landmarks such as Trafalgar Square, Big Ben, Royal Albert Hall and Tower Bridge were built.		6.7 million
1939-1945	Many houses and buildings were destroyed during the Second World War.		
2000	Millennium Dome and Millennium Wheel (London Eye) were built to celebrate the new millennium.		
2012	Queen Elizabeth Olympic Park built for the Olympic Games.		8 million

Year 4 – What is the water cycle and what are the key features of rivers?



St Clare's Unit Plan:

I can explain the water cycle
I can describe the key features of a river
I can explain erosion and deposition
I can explain how we use rivers
I can locate key rivers around the world
I can explain the water cycle and the key features of rivers

Learning enhancements:

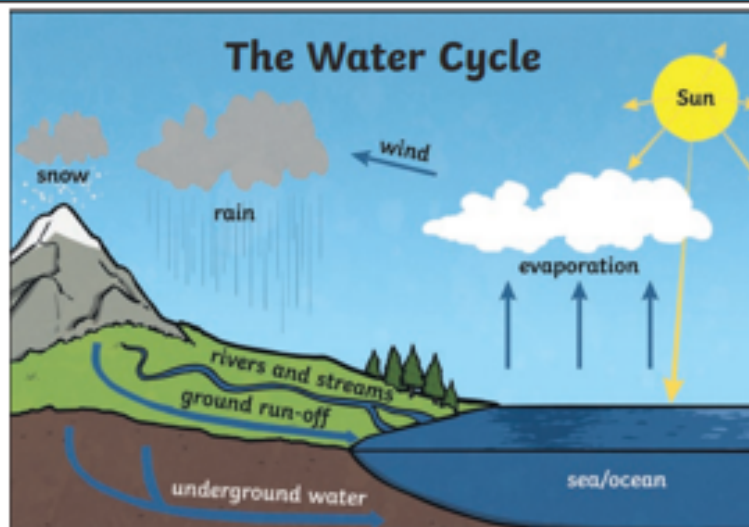
- Making a model of the water cycle

Links to prior learning:

- Year 1 – Great Fire of London (use of the river to transport and put fire out)
- Year 3 – history – River Nile
- Year 4 – science – states of matter
- Previous map work

What is the water cycle and what are the key features of rivers?

Water Cycle



Important Rivers

- Thames, London, England
- Nile, Egypt
- Amazon, South America
- Yangtze River, China
- Ganges River, Nepal, India and Bangladesh
- Mississippi River, USA
- Danube River, Hungary
- Congo River, Africa

Features of a river

The Course of a River

The Upper Course

Rain falling on high ground collects in **channels** and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through **valleys**. Features include - waterfalls and rapids.

The Middle Course

Fast flowing water causes **erosion** making the river deeper and wider. Features include - meanders.



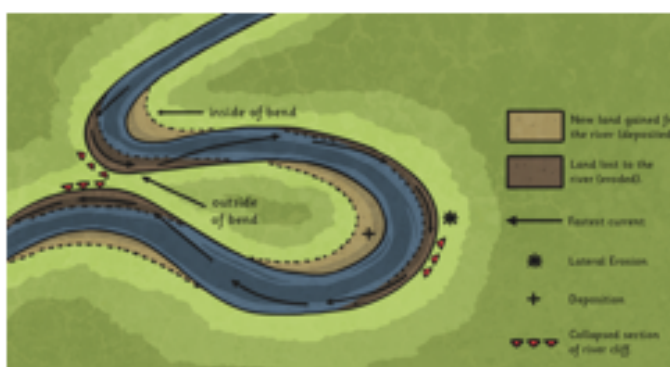
The Lower Course

Rivers flow with less force due to being on flat land. The river **deposits** the eroded material that it has carried. Riverbanks have shallower sides. Features include - floodplains, deltas and estuaries.

Geographical Enquiry

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

Erosion and Deposition



How Do We Use Rivers?

Leisure e.g. fishing	+	Controlled population of fish
	-	May leave litter and pollute the water
Industry e.g. factories	+	Sections of rivers maintained
	-	Chemicals pollute the water and habitats
Tourism e.g. walking routes	+	Conservation and education about local wildlife
	-	Too many people near wildlife habitats

Dams

Dams are built to hold water back, usually in a reservoir.

Dams might be built to:

- control the flow of a river to prevent flooding.
- generate power



Year 4 – Are there enough natural resources for everyone?



St Clare's Unit Plan:

I can identify which natural resources we need and what for
I can explain where our power comes from
I can identify renewable and non-renewable power sources
I can explain where our food comes from
I can explain the importance of conserving food, water and energy supplies
I can explain if there are enough natural resources for everyone

Learning enhancements:

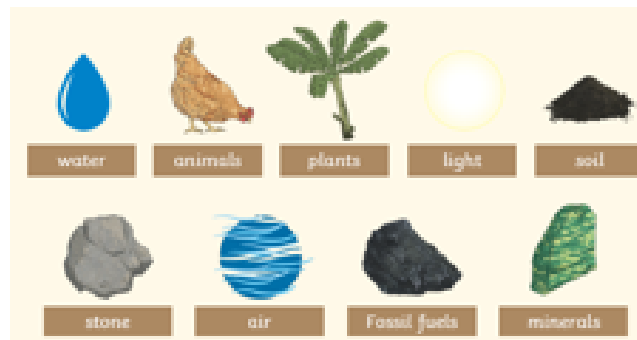
- Home learning link – food waste activity

Links to prior learning:

- RE – Universal Church topics in every year group
- Eco Group Activities
- Design & Technology – Cooking day – where does our food come from activity

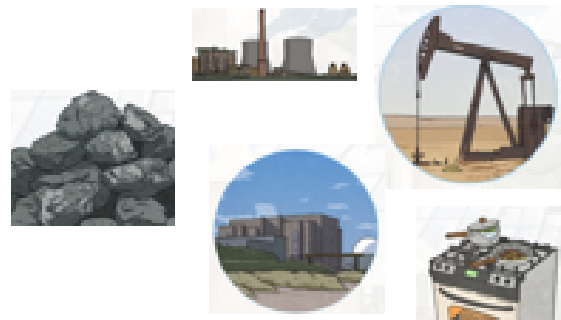
Are there enough natural resources for everyone?

Natural Resources



Fossil Fuels

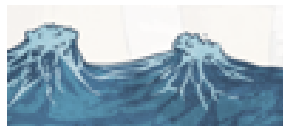
Fossil fuels are **non-renewable** they are **natural** resources that can not be naturally replenished. These are **coal, gas, oil and nuclear energy**.



Renewable Energy

Renewable energy comes from natural resources that are naturally **replenished** such as **sunlight, wind and waves**.

- **Solar** energy
- **Wind** energy
- **Hydropower** energy
- **Geothermal** energy
- **Biomass** energy



What do we use energy for?

Gas is used to heat our homes, water and cook our food.

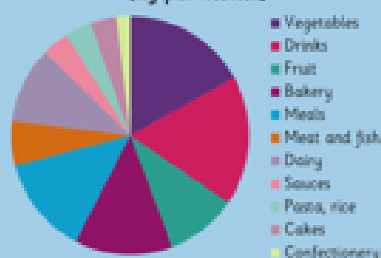
We need energy to power our cars. We use diesel, oil or electricity for fuel.

We use electricity to power lots of things such as lights, televisions and computers.



Food Waste

Avoidable Waste per Household
(kg per month)



Geographical Enquiry

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

Food Miles

Different **climates** are needed for some fruits and crops to be grown and some are grown during specific **seasons**. The climates are **tropical, temperate, and Mediterranean**. These are known as **hardiness zones**.



Year 4 – What do the lines and symbols on a map mean?



St Clare's Unit Plan:

I can use the four and eight points of a compass
I can use a key to describe features on an Ordnance Survey map
I can use four or six-figure grid references to locate places on a map
I can plan a journey using the eight compass points and four or six-figure grid references
I can find information in an atlas using the index and simple co-ordinates
I can explain what the lines and symbols on a map mean

Learning enhancements:

-

Links to prior learning:

- All previous map work
- Maths – position and direction

What do the lines and symbols on a map mean?

OS Map Symbols

Camp site/camping site	Wingspan	Public site	Access information point	Building of historic interest	Recreation/leisure/sports centre	Manor
Site of battle	Castle/fort	Early Welsh Historic Monuments	Historic Scotland	English Heritage	National Park boundary	Nature reserve
Access land in woodland area	Access land boundary and foot	Cycle route	Information centre	Telephone	Parking	Market/amenity
Place of worship with spire, tower or dome	Place of worship with tower	Place of worship	Youth hostel	School	Post office	Public recreation
Bus or coach station	Bus	Wind pump/wind generator	Electricity transmission line	Quarry	Footbridge	Well/spring
Non-confession forest	Confession forest	Marsh, reeds or saltmarsh	Orchard	Bracken, heath or rough grassland	Scrub	Scrubland
None			Land and its shape	Wood		

Maps

A **map** is a **two-dimensional** drawing of an area. A map can represent a zoo or theme park, a town, country or even the whole world. They are used to help **plan routes** from one place to another or to find certain **features**, such as **churches** or **mountains**. Maps can be in paper format or on a mobile phone, tablet or computer.

Compasses

Compasses have **8 points** on them: North, North-East, East, South-East, South, South-West, West and North-West. They **direct** you to where places are.



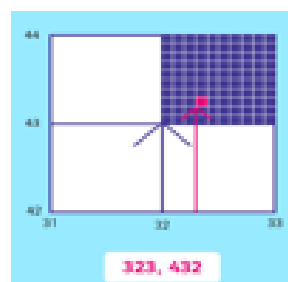
Grid References

Your map is criss-crossed with lots of **horizontal and vertical lines**. This creates lots of squares, known as a **grid**. All the grid lines are numbered to help find specific areas on the map.

Eastings are numbers that run from left to right.

Northings run from south to north.

Using the 2 digits of the easting and the 2 digits of the northing creates a **four-figure grid reference**. You can be more precise using a six-figure grid reference.



Geographical Enquiry

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

Year 5 – How do the Lake District, the Alps and the Amazon compare?



St Clare's Unit Plan:

I can locate places in an atlas and describe where they are
I can describe the human and physical features of the Lake District
I can describe the human and physical features of the Alps
I can describe the human and physical features of the Amazon
I can use maps to find out more about an area
I can compare the Lake District, the Alps and the Amazon


Learning enhancements:

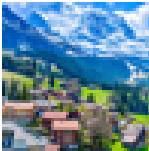
- Presentation to parents


Links to prior learning:

- Year 1 – What is the United Kingdom?
- Year 3 – physical features of the UK
- Year 3 - mountains
- Year 4 - rivers

How do the Lake District, the Alps and the Amazon compare?

Lake District					
National Park the north-west of England	Covers 2362 square km	Highest mountain Scafell Pike 978m	Largest lake: Windermere 14.8 square km – also England's longest 17km	Woodland covers 12% of it	Max temperature 20 degrees; minimum 7 degrees. Annual rainfall 206cm
40,000 population 	24,500 brick dwellings – 25% are holiday homes	19 million tourists visit per year	Windermere largest town by population, but Keswick covers larger area at 220 hectares	Land use: tourism (walking), mining and quarrying local stone	Very few roads but lots of footpaths

Alps					
Mountain system goes through: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany, and Slovenia	They range in an 800 km curved line from east to west, and up to 200 km in width.	Highest mountain Mont Blanc 4809m	Largest lake: Lake Geneva 580 square km	Large Aletsch Glacier in Switzerland has 11 billion tonnes of ice	Max temperature 46 degrees; minimum -33 degrees. Annual rainfall 150-350cm
14 million population 	Houses – chalets made of wood	120 million tourists visit per year	Biggest city: Grenoble, Switzerland – population 160,000	Land use: farming, mining and quarrying, tourism, skiing	Mountain railways, cable cars, good road network

Amazon					
Tropical Rainforest in South America	7 million square km 	Highest mountain Pico da Neblina 2995m	Lake Junin in Peru 529 square km	Home to 30% of all the world's plant and animal species	Max temperature 40 degrees; minimum 25 degrees. Annual rainfall 180-300cm
30 million population	Houses – huts made of bamboo and wood in the forest – big cities elsewhere	1 million tourists per year	Manaus – 2.2 million population	60% of forest in Brazil	Cities have great transport networks but only tracks in the thick of the forest

Geographical Enquiry

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Year 5 – What do countries trade with other countries and why?



St Clare's Unit Plan:

I can describe what the UK trades
I can explain who the UK trades with
I can explain the trade links between the UK and El Salvador
I can explain the importance of Fair Trade
I can explain the global economy
I can explain what countries trade with other countries and why

Learning enhancements:

- Pupils host a Fair Trade goods sale
- Fair Trade Week

Links to prior learning:

- EYFS – past and present
- Previous map work
- Year 3 – Ancient Egypt (trade)
- Year 4 – food miles

What do countries trade with other countries and why?

What Does the UK Trade?

The UK **trades** a lot of **goods** and services.

Some of the **goods** the UK **exports** are:

scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oil and gas.

Some of the **goods** the UK **imports** are:

coffee beans, bananas, medicines, aircraft parts, cars, computers, oil and gas.

Trading with El Salvador

El Salvador is located between the equator and the Tropic of Cancer.

The climate there is hot and humid with very heavy rainfall at times.

There are some very mountainous areas.

There are some issues in El Salvador. The rocky, steep landscape can make growing crops tricky. Growing the same crops every year also means that disease can spread more easily and lead to a poor harvest. In the dry season, water can be very hard to get.



Goods imported from El Salvador include coffee, cotton, sugar, shrimp, fruit and nuts.

The Global Economy

Globalisation has meant that more and more **goods** travel around the world before being sold in a shop. Sometimes, parts of a product are made in several different countries before being assembled in another one. Many companies are now recognised worldwide. These are **multinational** companies and they can have both a positive and a negative impact on society. Positives may include the creation of new jobs for people. Negatives may include greater damage to the environment (due to differences in the safety rules and environmental standards of different places).

import	Goods or services purchased from one country and brought into the UK.	globalisation	The spread of trade and ideas worldwide.
export	Goods or services made in the UK and sold to another country.	global supply chain	The different places a product and its parts come from, and travel to, on its way to the consumer (the person who is buying the product).

How Does Fair Trade Work?

There are many steps involved in selling **goods**. Bananas, for example, are generally grown on plantations. This means the plantation owner has to make sure that the ground is taken care of and fertilized. They also have to pay for fruit pickers to harvest the fruit and for machinery for the plantation. **Exporters** then transport the bananas by ship and pay for their own fuel, any lost or damaged stock and port fees. **Importers** then transport the bananas from the port to ripening centres and pay for workers and transportation to move them. The ripening centres have to pay for their operating costs, gases used for ripening and staff. Finally, the retailer sells the bananas but also pays for staff to work in shops, advertising and the costs of any stock that goes off or isn't sold. There are lots of steps in the trade process but people involved are not always paid equally or fairly. **Fair trade** exists to make sure that people are not exploited. Look out for the **fair trade** logo when buying things so that you know that people have been paid fairly for their work



Year 5 – What are the main climate zones and biomes across the world?



St Clare's Unit Plan:

I can explain the main climate zones
I can explain the world's biomes
I can explore the link between climate and biomes
I can explain vegetation belts
I can compare and contrast two different biomes
I can explain the main climates and biomes across the world

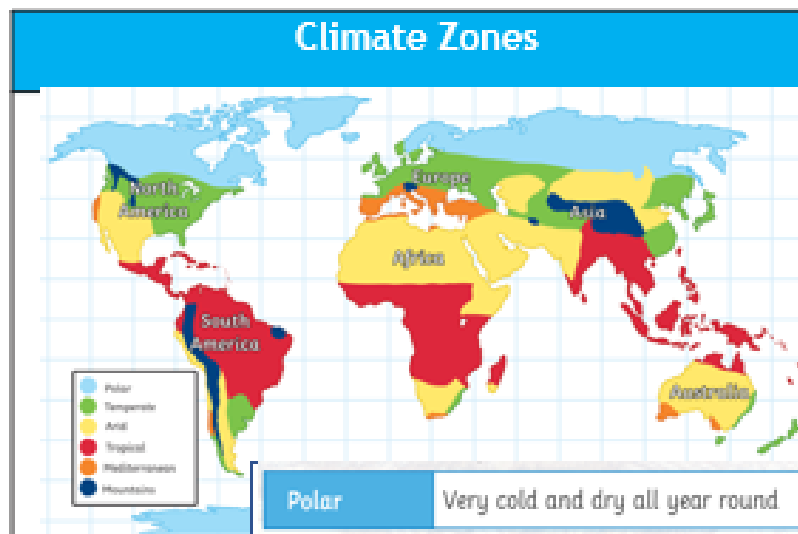
Learning enhancements:

-

Links to prior learning:

- Year 2 – hot and cold areas
- Science – living things and their habitats

What are the main climate zones and biomes across the world?



Geographical Enquiry

Using atlases

Links

Biomes and climates are linked as the flora and fauna in a biome is dictated by its climate

Polar	Very cold and dry all year round	Antarctica
Temperate	Cold winters and mild summers	UK
Arid	Dry and hot all year round	Sahara Desert
Tropical	Hot and wet all year round	Brazil
Mediterranean	Dry, hot summers and mild winters	Spain
Mountain	Very cold, sometimes wet, all year	Himalayas

Biome	Climate	Vegetation
Tundra	Very cold and dry	Little or no vegetation
Desert	Dry all year round	Cacti, flowering shrubs and bushes, grasses and succulents
Tropical Rainforest	Hot, humid and wet all year round	Lianas vines, epiphytes, flowering plants, such as orchids and the passion fruit flower
Temperate Forest	Cool winters and mild summers	Deciduous trees that shed leaves each Autumn (like oak) and evergreen trees (like pines)
Taiga Forest	Dry and cold	Mostly coniferous, evergreen trees
Grassland	Cold or warm depending on location; wet	Grasses grow all year round
Savannah	Dry season and wet season	Scattered trees and grasslands
Saltwater	Depends on location	Seagrasses, algae and seaweed
Freshwater	Depends on location	Grasses, water lilies, rushes, algae, trees and shrubs

Year 6 – What features do you find on a world map?



St Clare's Unit Plan:

I can use an atlas to locate continents, oceans and countries on a world map
I can locate and explain the role of the equator, the northern and southern hemisphere and the tropics
I can locate and compare the Arctic and Antarctic circle
I understand lines of longitude and latitude and can use these to locate major capital cities
I can apply my knowledge of time zones to major capital cities.
I can explain the key features you would find on a world map

Learning enhancements:

-

Links to prior learning:

- Previous map work
- Year 1 – What is the United Kingdom?
- Year 2 – hot and cold places
- Year 5 – science – night and day
- Year 5 – climate zones

What features do you find on a world map?

Geographical Skills

- Using maps to locate countries, continents and oceans.
- Locating countries using lines of longitude and latitude.
- Converting between time zones of major capital cities.

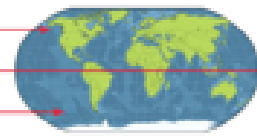
Longitude and Latitude



northern hemisphere

equator

southern hemisphere



Longitude and Latitude

Latitude lines run around the earth east to west.

These lines are the same distance apart from each other.



Longitude lines run over the top of the earth north to south.

These lines are not equally distant from each other.

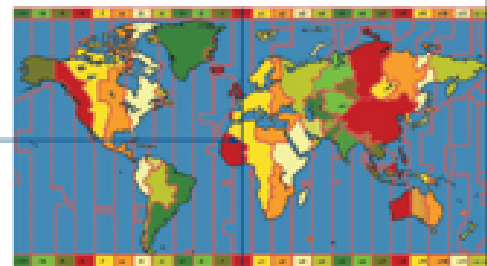


These lines are used to give the specific location of anywhere in the world using **co-ordinates**.

Time Zones

- The Prime Meridian (PM) line divides the earth into the eastern and western hemisphere.
- It passes through the Royal Observatory in Greenwich, England.
- All time zones start here - Greenwich Mean Time (GMT).
- There are 24 different time zones - one for each hour in the day.
- From GMT to the east = +1 hour for every time zone.
- From GMT to the west = -1 hour for every time zone.
- The International Date Line is on the opposite side of the world from the PM. When it is noon at the Prime Meridian, it is midnight along the International Date Line. This is where midnight occurs first across the globe.

Prime Meridian



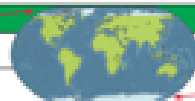
Polar Regions and Tropics

Polar Regions

North Pole

Arctic Circle

Includes parts of Russia, Norway, Sweden, Finland, Canada, Alaska, Greenland and Iceland.



South Pole

Antarctic Circle

Has no countries and has no one living there permanently. It is a protected place of scientific and environmental research.



The Tropics

- The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.
- Between the tropics the weather is hot all year round.
- Rainfall can vary here. In some places, there is very little rain, some areas have a rainy season and some places have lots of rain all year round.

World Map



Geographical Vocabulary

- Northern Hemisphere
- Southern Hemisphere
- Equator
- Polar Regions
- Longitude
- Latitude
- Prime Meridian

Year 6 – What are the human and physical features of Coalville?



St Clare's Unit Plan:

I can identify the physical features of Coalville
I can identify the human features of Coalville
I can identify and map land-use in Coalville
I can identify how land-use in Coalville has changed over time
I can use fieldwork to investigate the local area
I can describe the human and physical features of Coalville

Learning enhancements:

- Pupils undertake a local area walk to undertake fieldwork on land-use

Links to prior learning:

- Previous map work
- Year 1 – What is the United Kingdom?
- Year 2 – drawing sketch maps
- Year 2 – local area unit
- Year 5 – history – local area study
- Maths – tallies and pie charts

What are the human and physical features of Coalville?

Geographical Skills

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Types of Housing



Types of Land Use



Key Vocabulary

- **Function:** the main activities or purpose of a settlement. E.g. residential, industrial, commercial and recreational.
- **Land use:** the way in which land is used by people. Examples could include housing, industry or green spaces (such as parklands or farming).
- **Market:** the place where goods are sold.
- **Rural:** relating to the countryside.
- **Service industry:** work such as retail, administration, education, healthcare or tourism.
- **Settlement pattern:** the shape and spacing of settlements, settlements might be linear (such as following the path of a road or river), dispersed (such as a number of farms), or nucleated (such as a densely settled village or town).
- **Settlement:** a place where people live, which can be categorised into villages, towns and cities.
- **Shopping centres:** shopping areas that are characterised by being undercover and having ample parking.
- **Site:** the location of where a settlement first started.
- **Situation:** the location of a settlement in relation to the surrounding area.
- **Suburb:** the residential and commercial development at the edge of a city.
- **Urban:** relating to a town or city.
- **Urbanisation:** the increase in the percentage of people living in cities.