



## Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving – Geography

For Curriculum Topic Information; please see the relevant Yearly Plan in our Reading Curriculum.



### Curriculum Intent

**Live:** Our children will develop a ‘sense of place’ through the geography curriculum which builds on secure foundations from Reception through to Yr6. In the Autumn term, the our geography curriculum is on our immediate locality. Children will learn about their locality and their country, their place within it and their impact on it.

**Love:** Children will be given the opportunities to deepen their geography knowledge and develop key skills by working like a geographer. Out of classroom learning is essential and ‘beyond the classroom’ learning experiences take place in each year group. We want the children to experience geography first-hand by getting outside and visiting geographical sites, locally and around Sussex.

**Learn:** Our children will have an excellent knowledge and understanding of human geography and gain an appreciation of life in other cultures. They will understand the ways in which places are interdependent and interconnected. They will develop a sense of environmental responsibility and understand environmental issues both at local and global level.



### Links to Environmental Education in Brighton and Hove schools: (Our City Our World project)

As of 2022 Our Lady of Lourdes has joined the Our City Our World Project. This project aims are to use the power of education to advance environmental literacy and social engagement to contribute to a more equitable and sustainable future. We will look for ways to work with our young people to promote a just and sustainable city where environmental and social responsibility drive individual, institutional, and community choices.

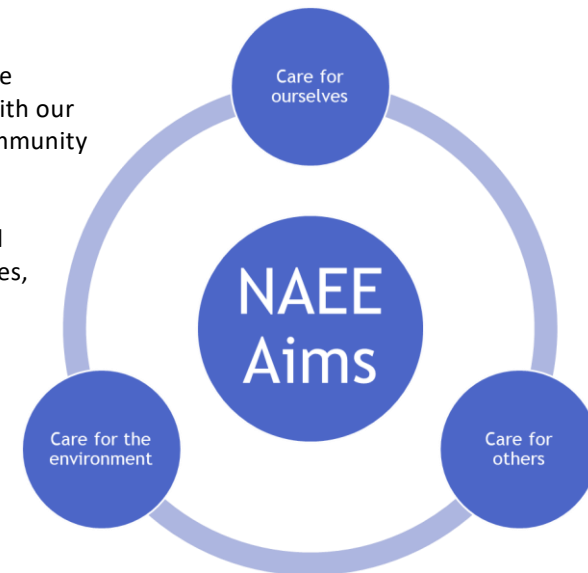
Through becoming a part of this scheme children will be given opportunities for outdoor learning, and to create real change in their local biosphere, to foster a lifelong habit of caring for our environment, with our geography and wider curriculum focusing on care for ourselves, care for the environment and care for others.

OCOW Aims across the geography curriculum:

- To support the development of green skills.
- To develop practices that support sustainability.
- To enable children and young people to develop a close connection with nature.
- To empower children to become change makers, both personally and collectively.

For more information please see <https://www.ourcityourworld.co.uk/curriculum/framework/>

To see potential outdoor learning opportunities please see the green sections of this document.



## Geography – EYFS

Foundations in Local Knowledge				Foundations in Place Knowledge			
Key Vocab	Opportunities for outdoor learning (OCOW)	Links to Wider Curriculum	SMSC	Key Vocab	Opportunities for outdoor learning (OCOW)	Links to Wider Curriculum	SMSC
Brighton, Rottingdean The Green school Saltdean Woodingdean atlas globe country				place feature same different  What is it like there?	<ul style="list-style-type: none"> <li>- Visit to 'The Green' or Rottingdean beach and describe/ map out the journey.</li> <li>- Create journey sticks of outdoor finds.</li> </ul>	Reading curriculum for Year 1 – noticing a range of different settings.  Year 1 – Field work in locality. EYFS in Term 5 – Beaches.	
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> <li>• I understand the concept of a location using school and home as familiar examples</li> <li>• I know where I live.</li> <li>• I know locations of familiar geographical features within my immediate environment</li> </ul>		<ul style="list-style-type: none"> <li>☐ I can develop my locational awareness using simple/my own maps.</li> <li>☐ I can talk about where I go in my immediate location with my family.</li> <li>☐ I can join in discussions about places that I have been beyond</li> </ul>		<ul style="list-style-type: none"> <li>• I know different environments</li> <li>• I understand that places can have similarities and differences.</li> <li>• I know similarities and differences in my immediate environment</li> <li>• I know the seaside is a nearby place and can identify some of the key geographical features that can be found there.</li> </ul>		<ul style="list-style-type: none"> <li>• I can discuss and begin to describe own significant places such as home and school.</li> <li>• I can begin to identify the main geographical features of my immediate environment</li> <li>• I can develop a basic, personal understanding of the term 'place',</li> </ul>	

<p>To know locations outside their immediate environment and can experience a visit to one of these locations.  <b>ELG The natural world</b></p>	<p>my local environment.</p> <ul style="list-style-type: none"> <li>☒ I can talk about and express an opinion about my environment</li> <li>☒ I can talk about where I live.</li> </ul> <p><i>I can use age appropriate maps, atlas' globes to find out and explore.  I can show curiosity about different countries.</i></p> <p><b>I can make observations of the natural world and record these through drawings</b></p> <p>To 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  <b>ELG People Culture and Communities</b></p>	<p>To know different environments from discussing settings in stories  <b>ELG People Culture and Communities</b></p> <p>To know some similarities and differences between the natural world around them and contrasting environments  <b>ELG The natural world.</b></p>	<p>linked to my home, my classroom and areas I use regularly, I can show an awareness of where things belong and of the people within the school and at home</p> <p><i>I can represent my experiences of different environments through play.  I can use senses to explore the world around me.  I can show curiosity about places.</i></p> <p><b>I can make observations of the natural world and record these through drawings</b></p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  <b>ELG People Culture and Communities</b></p>
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## Geography – EYFS

Foundations in Geographical Skills and Fieldwork				Foundations in Human and Physical Geography			
Key Vocab	Opportunities for outdoor learning (OCOW)	Links to Wider Curriculum	SMSC	Key Vocab	Opportunities for outdoor learning (OCOW)	Links to Wider Curriculum	SMSC
journey, map, place, behind/in front of. next to above, below, inside, outside along, around, <i>up, down, left, right</i> , <i>Where/ Where is...?</i>		Reading Curriculum: that a based around a journey or have maps ( <i>We're going on a bear hunt, Rosie's walk, What the ladybird heard, Where the wild things are</i> )  Year 1 – Field work Year 2 – Town study, comparing Rottingdean to a different place.		school, playground, home/house, road/street park, shop, field, hill, beach, river, sea hot/cold, weather + weather vocab (e.g sun, fog, rain, wind) season – autumn winterspring summer	Mark out how many steps between different outdoor areas in school e.g. adventure trail/ playground.	Year 2 - China Year 1 - Weather Science – KS1 seasonal change	
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>		<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		<b>Key skills</b> <i>Which can be applied once the knowledge is understood</i>	
? I know my journey from home to school ? I know my way around school showing an awareness of where things belong and the people within the school		<b>Map skills:</b> ? I can begin to relate positional language to maps. ? I can make attempts at drawing and labelling my own maps of familiar environments or imaginary		<ul style="list-style-type: none"> <li>I know human and physical features/familiar places within the local environment e.g. school, home, house, road, park</li> <li>I know how to make observations of the local environment and begin to</li> </ul>		I can make links and spot patterns in experiences. <i>I can show a curiosity about human and physical features in familiar places.</i>	

<p> <input type="checkbox"/> I know simple positional vocabulary  <input type="checkbox"/> I understand what a map is and its purpose </p>	<p>places.</p> <p> <input type="checkbox"/> I can use age-appropriate vocabulary to describe my maps and their features.  <input type="checkbox"/> I can begin to use secondary sources (e.g. photographs, sketches or films) to find out about places </p> <p><b><u>Fieldwork enquiry and practical skills:</u></b></p> <ul style="list-style-type: none"> <li>• I can make basic observations of familiar environments, including identifying some similarities and differences between places.</li> <li>• I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</li> <li>• I can begin to ask and answer simple questions about what has been observed.</li> <li>• I can talk about and find my way around school showing an awareness of where things belong and the people within the school</li> </ul> <p>I can make links and spot patterns in experiences. I can choose ways to do things. I can show curiosity about familiar environments or imaginary places</p>	<p>understand why some things occur and/or change</p> <ul style="list-style-type: none"> <li>• I know similarities and differences between familiar places using basic vocabulary</li> <li>• I understand that physical features (e.g. weather) in some places in the world contrast with those found in my own environment.</li> <li>• I know, can identify and describe the daily weather and seasons using basic vocabulary</li> <li>• I can begin to understand the process and changes associated with weather and seasons.</li> <li>• I understand that some places in the world are colder than the place that I live in</li> <li>• I know how the daily weather and seasonal changes affect my immediate environment</li> </ul> <p>To understand some important processes and changes in the natural world around them, including the seasons ELG People Culture and Communities</p> <p>To know human and physical features within the natural world around them and contrasting environments ELG The natural world.</p>	<p>I can make observations of the natural world and record these through drawings</p> <p>To describe and explain changes in seasons in relation to weather and changes to their immediate environment ELG People Culture and Communities</p>
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	<p>I can make observations of the natural world and record these through drawings</p> <p>I can use maps and primary sources to study my local environment and the widerworld.</p>		
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## Year 1:

Autumn Term 1 – Around My School – Field Work				
In this unit, pupils will start their journey on understanding their place in the world. They will learn about how to use maps and give directions by exploring their immediate place and location of their school. They will conduct a simple fieldwork study on how to improve their school environment which regards to a Global issue – save the bees. They will carry out simple observations about the weather in their school – <b>setting up a simple weather station</b> which they will continue to monitor.				
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Opportunities for outdoor learning (OCOW)
<p>Physical vocabulary hill, vegetation (trees, woodland, bushes, plants), weather, field, environment, habitat</p> <p>Human vocabulary city, classroom, school, road, playground, building, path, fence, steps, gate etc.</p> <p>Location Vocabulary direction, route,</p>	<p>EYFS</p> <p>Understanding our World.</p> <ul style="list-style-type: none"> <li>Places</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Life processes and living things.</li> </ul>	<p>Science – plant/animals weather</p> <p>Computing – Bee-Bots Art – observational drawing</p> <p>English <u>Maps</u>.</p> <p><u>Little Red Riding Hood</u> – Making a map of Little Red’s route from her home to Grandmas.</p> <p>Maths Geometry, describe position, direction, and movement</p> <p><u>Weather data ongoing through year</u></p> <p><u>Explorer Bear ongoing through year.</u></p>	<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>how small changes in climate can have farreaching consequences (Save our Bees)</p> <p>Developing a sense of identity and belonging within a community</p> <p>How the development of cities have put pressure on wildlife and the rural-urban fringe.</p> <p>Care for our environment – looking after our school. Improving the environment for all.</p>	<p>Set up a weather station at the adventure trail.</p> <p>Collect rain water to monitor rain.</p> <p>Create bee hides.</p>

left, right, just above, next to, behind, closest, nearby, in front of, aerial, satellite, symbol, key, perspective, view				
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>		
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>			
<p>Location</p> <ul style="list-style-type: none"> <li>I know the name of the school and its school grounds.</li> <li>I know that location means where something is.</li> <li>I know that maps give us information about places.</li> <li>I know that maps use symbols to show where certain things are.</li> <li>I know the key features of the school and grounds.</li> <li>I know that aerial means a view from above.</li> <li>I know when we look at something from above we call this an 'aerial view'</li> <li>I know that sometimes objects look different from an aerial view</li> </ul>	<p>Physical processes</p> <ul style="list-style-type: none"> <li>I can identify the daily weather at school and use key vocabulary/symbols to describe it.</li> </ul> <p><u>Human processes</u></p> <p>I can use human and physical vocabulary to describe the geography of the school and its grounds – land use</p>	<p>Techniques + Key vocabulary</p> <ul style="list-style-type: none"> <li>I can ask and answer geographical questions) what is place like? What do people do in this place?</li> <li>I can use simple locational and directional language – e.g. near far, left, right, between.</li> <li>I can locate and identify the characteristics of the school and its school grounds using local maps.</li> <li>I can use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features of the school or route to school.</li> <li>I can devise a simple map and construct basic symbols in a key.</li> <li>I can use simple fieldwork and observational skills to study the school and its grounds and the key human and physical features.</li> <li>Distance – Compare how many steps to different landmarks.</li> </ul> <p>I can carry out a simple survey – e.g. How can we improve our environment? (linked to save the bees – creating an environment that will attract bees to our school)</p>		<p>Use steps or metre sticks to mark out our school outdoor areas. E.g. playground and adventure trail.</p> <p>Use sticks and natural objects to leave a trail to follow for another group.</p>

I know a range of vocabulary to describe location.				
<b>Physical features</b>				
<ul style="list-style-type: none"> <li>I understand the physical geography of the school and its grounds</li> </ul>				
<b>Human features</b>				
<ul style="list-style-type: none"> <li>I understand the human geography of the school and its grounds – urban settlement, housing, leisure facilities.</li> </ul>				
<b>Diversity</b>				
<ul style="list-style-type: none"> <li>I know the characteristics of the school and grounds – range of vegetation, fauna, land relief.</li> </ul>				
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>				
<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school</li> </ul>	<ul style="list-style-type: none"> <li>Identify land use at school</li> <li>Identify seasonal and daily weather patterns in my locality</li> </ul>	<ul style="list-style-type: none"> <li>Use locational language to describe the location of features and routes on a map.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>		
Spring 1 – Villages and Cities				
Building on their work on the school and village of Rottingdean, in this unit, inspired by their reading of The Queen’s Hat, the children will begin to make comparisons between their village and London. They will learn about the other country and cities that make up the UK and be able to identify human landmarks and key physical features (rivers, mountains) that are located in these places. They will learn that the UK is an island and be able to name the seas, channel and oceans that surround it. They will compare the weather by looking at weather reports of the contrasting location.				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b> hill, vegetation, South Downs,	Great Fire of London is studied in	<b>PSHE</b> – diversity within Britain <b>History</b> – the Great Fire of London	By comparing their lives with pupils living in Other countries or other part of the UK.  Learning about the different areas of the UK and the	Walking trip round Rottingdean to spot the physical and human features.



<p>fields beach, coast, sea, English Channel, river, ocean, mountain</p> <p><b>Human vocabulary</b> city, shops, parks, roads, bus stops, churches, golf course, tennis courts, landmark, town, city</p> <p><b>Locational Vocabulary</b> world, continent, Europe, county, East Sussex, Capital city, United Kingdom South downs, England, Scotland, Edinburgh, Wales, Cardiff</p>	<p>Summer 1 – as part of the reading curriculum. Also revision of learning about their locality undertaken in Year 1 and EYFS</p>		<p>varying cultures that contribute to British life – understanding the differences and similarities in their own</p> <p>Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally</p>	
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**Threshold Concepts**

*Knowledge without which later concepts will not be fully understood*

<p><b>Investigating places</b></p>	<p><b>Investigating patterns</b></p>	<p><b>Communicating geographically</b></p>		
<p><b>Core Knowledge</b> <i>The minimum all pupils should know</i></p>	<p><b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i></p>			<p>Opportunities for outdoor learning (OCOW)</p>
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>I know the surrounding seas and Oceans of the UK.</li> <li>I know that we are an island.</li> <li>I know what a capital city is.</li> </ul>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>I can identify the daily and seasonal weather in Brighton and other UK</li> </ul>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can locate and identify the characteristics of the small area of UK and Brighton.</li> <li>I can use atlases and globes to locate and identify the</li> </ul>		<p><b>Use the playground to map out the world with different children forming each continent – can use sticks to mark equator</b></p>

<ul style="list-style-type: none"> <li>I know the name of a small area of UK and Brighton.</li> <li>I know the names of the 4 countries and capital cities of the UK and its surrounding seas.</li> </ul>	<p>capitals.</p> <ul style="list-style-type: none"> <li>I can use physical and human vocabulary to describe the geography in Brighton and London.</li> </ul> <p><b>Human processes</b></p> <ul style="list-style-type: none"> <li>I can use physical and human vocabulary to describe the geography in Brighton and London.</li> </ul>	<p>characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <ul style="list-style-type: none"> <li>I can use simple locational and directional language – e.g. near, far, left, right, between, to describe location of features and routes on a map.</li> <li>I can use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features of the small area of UK and Brighton.</li> <li>I can devise a simple map of Brighton/small area of UK.</li> <li>I can use and construct basic symbols in a key.</li> <li>I can use secondary fieldwork sources to describe what it's like to live in other capitals of the UK and how the human and physical features are similar/different to those in Brighton</li> </ul>	<p>etc.</p>
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I understand the physical geography of Brighton and London.</li> </ul>			
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>I understand the human geography of Brighton and London</li> </ul>			<p>Collect rain water to monitor local weather. Compare this to weather elsewhere in the UK – Could connect to schools in different parts of the country and compare results.</p>
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>I understand the similarities and differences between the human and physical geography of London and Brighton.</li> <li>I know the key characteristics of the 4 countries (physical-rivers, mountains and human-landmarks).</li> </ul>			

<ul style="list-style-type: none"> <li>I know what the weather is like in Brighton and how it compares to weather around the UK.</li> </ul>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Use atlases and globes to identify the UK and its countries.</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</li> <li>Use aerial images and plan perspectives to recognize landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (London)</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul>	<p>Give children an aerial map of our outdoor area with symbols, and ask them to mark out where these symbols are using natural items e.g. rocks/ sticks to practice map skills.</p>

## Year 2

<b>Autumn 2 – This is our World -</b>				
<p>In this unit pupils will learn the difference between climate and weather and learn about hot and cold climate regions within the world and countries within these areas. They will explore where we get our energy from and will be able to explain the greenhouse effect. They will look at aerial photographs of sea-ice coverage from the past using sources from NASA to talk about patterns that they see and what it might mean. They will create questionnaires to give to their Grandparents and great grandparents, asking if they can remember what winters and summers were like when they were little. They will learn about David Attenborough, Greta Thunberg and Elon Musk and what humans are doing to help our planet. They will identify a charity that is taking action on climate change and fundraise for this area, thinking about what steps we can take in our everyday lives to reduce the greenhouse effect. By the end of the unit children will be able to explain, using diagrams, pictures and writing, why our planet is warming up and what humans can do and are doing to help protect the planet.</p>				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b> climate, temperature, weather, desert, rainforest, vegetation, drought, sea level, ocean, ice caps  <b>Human vocabulary</b>		<b>Science</b> – seasonal change. Pupils would have worked scientifically by: making tables and charts about the weather; and making displays of what happens in the world around	Understanding the role for themselves and others within a community.  A sense of empathy and concern for others	Create mini greenhouse effect outside using thermometers and monitor over several days.  One thermometer outside on its own, one in a vase covered in Clingfilm or dark material to see

<p>meteorologist, global warming, pollution</p> <p><b>Locational Vocabulary</b> equator, polar regions, North Pole, South Pole, continent</p>		<p>them, including day length, as the seasons change.</p> <p>Animal habitats around the world and how climate change is having an impact on their habitats.</p>	<p>Social- global warming and the effect on the polar regions</p> <p>Cultural – the impact that global warming is having on people around the world.</p>	<p>the effects of temperature.</p>
<p><b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i></p>				
<p><b>Investigating places</b></p>	<p><b>Investigating patterns</b></p>	<p><b>Communicating geographically</b></p>		
<p><b>Core Knowledge</b> <i>The minimum all pupils should know</i></p>	<p><b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i></p>			<p>Opportunities for outdoor learning (OCOW)</p>
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>I know the 7 continents and 5 oceans.</li> <li>I know countries that lie on the equator.</li> </ul> <p>I know where the polar regions are.</p>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>I can identify the different weather in hot and cold zones</li> <li>I can compare Brighton's weather to the hot and cold zones.</li> </ul> <p><b>Human processes</b> I can use physical and human vocabulary to describe the geography of countries on the equator and at the poles</p>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can locate the 7 continents and 5 oceans</li> <li>I can locate the Equator and N and S Poles.</li> <li>I can use local atlas' and globes to identify Continents and oceans around the world.</li> <li>I can use 4 compass points (N, S, W, E) to describe location of continents, seas and where countries are in relation to climate regions</li> <li>I can use aerial photographs and plan perspectives to recognize how climate change is having an effect on Polar Regions.</li> </ul> <p>I can use secondary fieldwork sources to explore how the polar regions have changed over time and how weather in the UK has changed as a result I can carry out a simple survey – e.g. How can we take action to protect the world for us and future generations?</p>	<p><b>Mark out compass points on the playground and create maps, guiding small groups around the playground using NESW to give instructions.</b></p> <p><b>Extension – mark out where the continents would be and use NESW to direct each other to different continents.</b></p>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I know that climate explains the weather conditions in a place.</li> </ul> <p>I know the reasons why the polar caps are</p>				

melting			
<b>Human features</b>			
<b>Diversity</b>			
<ul style="list-style-type: none"> <li>I know what the climate is like for countries on the equator.</li> <li>I know what the climate is like for countries in the Polar Regions.</li> </ul>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries as well as continents, countries and oceans studied.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 4 compass directions and</li> <li>Locational language to describe the location of features and routes on a map.</li> </ul>	

### Summer 1 - China

In this unit, pupils will learn about China. They will learn about the human and physical environment and the climate to compare it to Brighton and the UK. They will learn about food that is produced there and begin to understand about how we import food in England and why.

They will draw on their prior learning to consider the impact of global warming on China and consider the impact this could have on the UK and Brighton

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Physical vocabulary</b></p> <p>vegetation, climate, sea, ocean, island, mountain, plateau, volcano, river, tropical, hurricane</p> <p><b>Human vocabulary</b></p> <p>city, capital, tourist,</p> <p><b>Locational Vocabulary</b></p> <p>continent, county, equator,</p>	<p>This unit will draw on all their prior knowledge and understanding of place (Brighton and the World) to make comparisons to a non-European country (Jamaica).</p>	<p><b>Science</b> - Bug hunt/animal/plants</p> <p><b>Computing</b></p> <p><b>Maths</b></p> <p><b>English</b> – The Magic Paintbrush</p>	<p>A sense of empathy and concern for others. Respect for themselves and for others Exploring issues on global warming</p> <p>Learning about different places around the world. Learning about their customs and traditions allows us to develop our humility and understanding of the world as a global community</p>	<p>Create bug homes using natural resources in different areas using different items, monitor which attract the insects the best.</p>

North, South, East, West				
<b>Threshold Concepts</b>				
<i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>		
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>			
<b>Location</b> <ul style="list-style-type: none"> <li>I know the names, locations and characteristics of the countries and capital cities of the UK.</li> <li>I know the surrounding seas of the UK</li> <li>know the world's 7 continents and 5 oceans.</li> <li>I know where China is on the map</li> <li>I know which countries are near China</li> <li>I know about China's major cities.</li> </ul>	<b>Physical processes</b> <ul style="list-style-type: none"> <li>I can identify the weather, seasons and climate of UK and a small area of a non-European country.</li> </ul> <b>Human processes</b> <ul style="list-style-type: none"> <li>I can use physical and human vocabulary to describe the geography Brighton and a small area of a non-European country (Jamaica).</li> </ul>	<b>Techniques + Key vocabulary</b> <ul style="list-style-type: none"> <li>I can locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</li> <li>I can locate the world's 7 continents and 5 oceans.</li> <li>I can use maps, atlases and globes.</li> <li>I can use simple compass points (N, S, W, E) to describe location of features on a map.</li> </ul> <p>I can describe location of features and routes on a map of small area of a non-European country (China)</p>		<b>Create a sun dial outside. Explore shadows by standing outside and marking shadows with rocks/ sticks – come outside after a few hours and stand in the same spot to see how the shadow has moved.</b>
<b>Physical Features</b> I know the similarities and differences in the Physical geography of the 4 countries of the UK.  I know the physical features of China				
<b>Human Features</b> I know the similarities and differences in the human geography of the 4 countries of the UK.				
<b>Diversity</b> I know the similarities and differences in the geography of Brighton and a small area of a non-European country-				

human & physical. I know how the climate affects the people living there.			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>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?)</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Brighton) and a contrasting non-European country (Jamaica)</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul>	

## Year 3

Autumn 1 and 2 – The Secret of Black Rock – Coastal Towns				
In this unit, pupils will build upon their sense of place in the world by focussing on Brighton as a seaside resort, both now and then. They will learn to use OS maps, sketch maps and give directions around Brighton and locate other seaside resorts in the UK. Using primary and secondary fieldwork sources they will explore Brighton seafront and know about other seaside towns around the UK towns and how they are similar/different to Brighton. They will identify human and physical features of a seaside resort and how Brighton has developed over the years. They will revisit their learning of the 4 countries of the UK when looking at other seaside resorts. They will look at the reasons why some resorts are in decline and some are booming like Brighton (tourism).				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b> Coastal, chalk hills, South Downs, sea, rivers, woodland, Ditchling Beacon etc Climate  <b>Human vocabulary</b> Population, settlement, land use, tourism, agriculture, farming, city, towns, region	EYFS consolidation – their world and village Year 1 – Local Field work.	<b>History</b> – Georgian Brighton & growth of Brighton. <b>Computing</b> – Google earth	Understanding the role for themselves and others within a community.  Field trips to explore the impact of tourism in Brighton.  Working as a team during fieldwork.  Exploring cultures that have had, and still have an impact on the local area.	Visit the beach, create chalk drawings on pebbles to tell a story.  Local walk around Rottingdean to spot the physical and human features and plot these on a map.
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>		<b>Investigating patterns</b>		<b>Communicating geographically</b>
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>		<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>		
<b>Location</b>  <ul style="list-style-type: none"> <li>I know the counties and cities</li> </ul>	<b>Physical processes</b>		<b>Techniques + Key vocabulary</b>  <ul style="list-style-type: none"> <li>I can locate the counties and cities (and</li> </ul>	<b>Create a map on school playground using natural resources e.g. sticks, stones.</b>

<p>(and capitals) of the UK.</p> <ul style="list-style-type: none"> <li>I know the geographical regions of UK.</li> <li>I know the key topographical features of UK.</li> <li>I understand the land use patterns in UK.</li> </ul> <p>I understand how these key aspects have changed over time.</p>	<ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography/topography, including - cliff, beach, coast, sea (locality and region of UK)</li> </ul> <p><b>Human processes</b></p> <p>I can describe and understand key aspects of human geography, including - land use (agriculture) and the distribution of natural resources (locality and region of UK)</p>	<p>capitals) of the UK.</p> <ul style="list-style-type: none"> <li>I can locate seaside resorts around the UK.</li> </ul> <p>I can locate the geographical regions of UK and their characteristics.</p> <ul style="list-style-type: none"> <li>I can use different types of map (aerial, historical, OS, physical, political)</li> <li>I can use atlases, globes and digital mapping.</li> <li>I can use different scales of maps.</li> <li>I can use 4 figure grid references</li> <li>I can use symbols and key (including OS maps).</li> <li>I can use fieldwork to observe, measure, record and present information about a seaside resort.</li> </ul> <p>I can use a range of methods (sketch map, plan, graphs, digital technologies (google earth))</p>	<p><b>Use North South East and West to describe the location of different areas of the UK. Show where different regions are using chalk.</b></p>
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I know and can name physical features in Brighton and other seaside resorts: cliff, beach, coast, sea.</li> </ul> <p>I understand the physical geography of Brighton over time.</p>			<p>Go to the beach to sketch human and physical features in Rottingdean. After this think about what would have been there 100 years ago, what would have been the same? What would be different?</p>
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>I know and can name human features within Brighton and other seaside resorts: pier, promenade, hotels, harbour, railways,</li> </ul> <p>I understand the human geography of Brighton over time.</p>			
<p><b>Diversity</b></p> <p>I understand the similarities and differences through the study of human and physical geography of another region of UK and locality.</p>			



Assessment points (Milestone 1 Goals) - For subject leader reference only				
Use fieldwork to observe and record the human and Physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers.		Use 4 figure grid references, symbols and Keys to communicate knowledge of the UK.		
Spring 1 – Locational and Human geography.				
In this unit, pupils will build upon their sense of place in the world by focussing on locational and human geography. They will revisit OS maps, sketch maps and will be able to describe land patterns and how they have changed over time. Using primary and secondary fieldwork sources they will explore the UK, and be able to identify countries within the UK, including counties and cities. They will learn about different physical features within the UK including hills, mountains, the coast and rivers.				
Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Opportunities for outdoor learning (OCOW)
<b>Physical vocabulary</b> Coastal, hills, sea, rivers, woodland, Climate, countries, hills  <b>Human vocabulary</b> Population, land use, city, towns, region, counties, cities.	EYFS consolidation – their world and village Year 1 – Local Field work.	<b>History</b> – History of Brighton <b>Computing</b> – Google earth	Understanding the role for themselves and others within a community.  Working as a team during fieldwork.  Exploring cultures that have had, and still have an impact on the UK.	Visit the beach, create chalk drawings on pebbles to tell a story.  Local walk around Rottingdean to spot the physical and human features and plot these on a map.
<b>Threshold Concepts</b>				
<i>Knowledge without which later concepts will not be fully understood</i>				
Investigating places	Investigating patterns	Communicating geographically		
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>			
<b>Location</b> <ul style="list-style-type: none"> <li>I know the counties and cities (and capitals) of the UK.</li> <li>I know the geographical regions of UK.</li> <li>I know the key topographical features of UK.</li> <li>I understand the land use patterns in</li> </ul>	<b>Physical processes</b> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography/topography, including - cliff, beach, coast, sea (locality and region of UK)</li> </ul>	<b>Techniques + Key vocabulary</b> <ul style="list-style-type: none"> <li>I can locate the counties and cities (and capitals) of the UK.</li> <li>I can locate seaside resorts around the UK.</li> </ul> I can locate the geographical regions of UK and their characteristics. <ul style="list-style-type: none"> <li>I can use different types of map (aerial,</li> </ul>		<b>Create a map on school playground using natural resources e.g. sticks, stones. Use North South East and West to describe the location of different areas of the UK. Show where different regions are using chalk.</b>

<p>UK. I understand how these key aspects have changed over time.</p>	<p><b>Human processes</b> I can describe and understand key aspects of human geography, including - <b>land use (agriculture)</b> and the distribution of natural resources (locality and region of UK)</p>	<p>historical, <b>OS</b>, physical, political)</p> <ul style="list-style-type: none"> <li>• I can use atlases, globes and digital mapping.</li> <li>• I can use different scales of maps.</li> <li>• <b>I can use 4 figure grid references</b></li> <li>• I can use symbols and key (including OS maps).</li> </ul> <p>I can use a range of methods (sketch map, plan, graphs, digital technologies (google earth))</p>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>• I know and can name physical features in different areas of the UK.</li> </ul> <p>I understand the physical geography of the UK over time.</p>			<p>Go to the beach to sketch human and physical features in Rottingdean. After this think about what would have been there 100 years ago, what would have been the same? What would be different?</p>
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>• I know and can name human features within the UK and how these have changed over time.</li> </ul> <p>I understand the human geography of the UK.</p>			
<p><b>Diversity</b></p> <p><b>I understand the similarities and differences through the study of human and physical geography of another region of UK and locality.</b></p>			
<p align="center"><b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b></p>			
<p>Use fieldwork to observe and record the human and Physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills,</p>		<p>Use 4 figure grid references, symbols and Keys to communicate knowledge of the UK.</p>	

mountains, cities and rivers.			
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<b>Summer 1 – England Compared to a European Country (Italy)</b> In this unit, pupils will build on their knowledge of the UK by comparing it to another region in a European country - Italy. They will learn that the UK is part on of the continent called Europe. They will learn about Italy and the countries that border it. They will learn about the human and physical environment and the climate and compare Italy to the UK. Thegeography of Italy will prepare them for the Summer term when they look at volcanoes and earthquakes.				
<b>Key Vocabulary</b>  <b>Physical vocabulary</b> Lowlands, uplands, mountains, lakes, rivers, vegetation, cliffs, beaches, valleys,climate, vegetation, ocean, continent, country, sea, climate zones, coastline, peninsula,mainland, islands, elevation, mountain range., borders, volcanoes.  <b>Human vocabulary</b> Settlement, land use, population, tourism,exports, industry, imports. landmarks, language,	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)  Year 2, work on China	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)  Eng: Link with Key text ‘The Journal of Iliona’ <b>Computing</b> - Google Earth <b>History</b> – Roman Empire	<b>SMSC</b>  A sense of empathy and concern for others.  Respect for themselves and for others  Learning about different places around the world.  Learning about their customs and traditions allows us to develop our humility and understanding of theworld as a global community	<b>Opportunities for outdoor learning (OCOW)</b>  Create an outdoor map scaled down to show the distance between the UK and Italy. Use chalk or sticks to show where the equator would be. Use this to make predictions about what would be different about Italy and the UK.
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>		<b>Opportunities for outdoor learning (OCOW)</b>
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>			<b>Use outdoor equipment to map out Italy and label the different countries that boarder Italy. Use this to draw our own map using symbols and a key.</b>
<b>Location</b> <ul style="list-style-type: none"> <li>I know the oceans and seas around Europe and thecountries that border Italy.</li> <li>I know the capital cities of the countries thatborder Italy.</li> <li>I know where the Equator, Poles, Tropics and theHemispheres are.</li> </ul>	<b>Physical processes</b>  I can describe and understand key aspects of physical geography, including – climate zone, rivers, mountains of the UK and a region in Italy.  <b>Human processes</b>	<b>Techniques + Key vocabulary</b> <ul style="list-style-type: none"> <li>I can locate the countries and capitals of the countries that border Italy.</li> <li>I can locate and identify the key physical and human characteristics of Italy and itsmajor cities.</li> <li>I can locate and Identify the position and             <ul style="list-style-type: none"> <li>Significance of Equator, N &amp; S</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>I know that UK is in Northern Europe, Italy is in Southern Europe</li> </ul>	<p>I can describe and understand key aspects of human geography, including – types of settlement and land use, economic activity, and the distribution of natural resources of the UK and a region in Italy.</p> <p><b>Human processes</b></p> <p>I can describe and understand key aspects of human geography, including – types of settlement and land use, economic activity, and the distribution of natural resources of the UK and a region in Italy.</p>	<p>Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> <li>I can use different types maps (aerial, physical, political)</li> <li>I can use atlases, globes, and digital mapping to locate countries.</li> <li>I can use 8 points of compass.</li> <li>I can use 4 figure grid references</li> <li>I can use symbols and key.</li> <li>I can use secondary fieldwork sources to describe what it's like to live in a region area of Italy.</li> <li>I can compare region of UK to region in Italy. - Similarities and differences, human and physical features.</li> </ul>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I know the physical characteristics of my locality and a region in a European country - Italy.</li> </ul> <p>I know that UK has temperate climate and Italy has a Mediterranean one.</p>			<p>Have an Italy themed day exploring the differences between life in Italy and the UK. Discuss and explore the physical and human differences. Draw these out on the playground and go on a tour of the sights.</p>
<p><b>Human features</b></p> <p>I know the human characteristics of my locality and a region in a European country - Italy.</p>			
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>I understand the similarities and differences through the study of human and physical geography of their locality and a region in European country - Italy.</li> <li>I know the difference between weather and climate</li> </ul> <p><b>Italy day</b></p>			
<p align="center"><b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b></p>			

<ul style="list-style-type: none"> <li>Name and locate the countries of Europe and Identify their main physical and human characteristics.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 points of a compass.</li> </ul>
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### Summer 2 – Active Earth

In this unit the children will learn about what lies beneath the surface of the Earth. The children will investigate eruptions and earthquake which will lead onto work on tectonic plates. They will look at features of a volcano and what happens when it erupts. They will learn about the impact of an eruption or earthquake on a community both now and then (Etna/Stromboli, Vesuvius – Pompeii). They will investigate the advantages and disadvantages of living near a volcano and why people live there.

Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Opportunities for outdoor learning (OCOW)
<p><b>Physical vocabulary</b> Boundaries, volcano, plates, core, mantle, tectonic, crust, eruption, Ring of Fire, magma, dormant, active</p> <p><b>Human vocabulary</b> Disaster, population</p>	Recap work from last term about Italy and settlements.	<p><b>History – Pompeii/ current eruptions</b></p> <p>Science – materials/rocks</p> <p>Computing - Google EarthDT – volcano model</p> <p>Maths</p> <p>PSHE – impact of natural disasters</p>		

### Threshold Concepts

*Knowledge without which later concepts will not be fully understood*

Investigating places	Investigating patterns	Communicating geographically	Opportunities for outdoor learning (OCOW)
<p><b>Core Knowledge</b> <i>The minimum all pupils should know</i></p>	<p><b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i></p>		
<p><b>Location</b></p> <p>☐ I know the 7 continents and the 5 seas.</p> <p>I know the position and significance of Equator, N&amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</p>	<p><b>Physical processes</b></p> <p>☐ I can describe and understand key aspects of physical geography including - <b>volcanoes and earthquakes</b>, mountains</p> <p>I can explain what happens when tectonic plates meet.</p>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can identify the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</li> <li>I can locate volcanoes in Europe and world.</li> </ul>	<p>Create world map on poster paper outside and lay out the equator, mark NSEW, volcanos etc. using natural resources. Create a key to show what each item represents e.g. leaves represent volcanos, rocks</p>

	<p><b>Human processes</b></p> <p>I can describe and understand key aspects of human geography in volcanic regions, including – types of settlement and land use.</p>	<ul style="list-style-type: none"> <li>• I can locate eruptions &amp; earthquakes around the world. (Past and present).</li> <li>• I can locate the Ring of Fire.</li> <li>• I can use atlases, globes, and digital mapping to locate and describe features.</li> </ul> <p><b>I can use the 8 points of the compass</b></p> <ul style="list-style-type: none"> <li>• I can use symbols and key.</li> <li>• I can use secondary fieldwork sources to describe what it is like to live in a volcanic area – advantages and disadvantages.</li> </ul>	<p><b>represent different seas.</b></p>
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>• I know and understand what happens in a volcanic region.</li> </ul> <p>I know the parts of a volcano and what happens when a volcano erupts.</p> <ul style="list-style-type: none"> <li>• I know what the Ring of Fire is.</li> </ul> <p>I know that land is more fertile around a volcano'</p>			<p>Act out what happens when a volcano erupts using PE equipment.</p>
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>• I know why people settle near volcanoes.</li> </ul> <p>I know how land is used near a volcano.</p>			
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• I understand the similarities and differences by studying the human &amp; physical geography of a region of UK (non-volcanic) to volcanic regions around the world e.g. Naples to Brighton.</li> </ul> <p>I know where and why eruptions &amp; earthquakes around the world occur. (past and present).</p>			
<p><b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b></p>			
<ul style="list-style-type: none"> <li>• Name and locate the equator, N &amp; S Hemispheres,</li> </ul>		<ul style="list-style-type: none"> <li>• Describe key aspects of the physical geography of volcanoes and earthquakes</li> </ul>	

Tropic of Cancer & Capricorn, Arctic and Antarctic Circle.			
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## Year 4

Autumn 1 – 2 Rivers and Extended Locality				
In this unit the children will focus on the physical geography of rivers. They will understand what a river is and take part in fieldwork – River Cuckmere. They will learn about the stages and features of a river, and the way that land use changes from the source to the mouth. They will describe the <b>water cycle</b> , explain what a river is and locate the local rivers on a map. They will recognize and explain how human activity affects rivers and recognise and explain how flooding affects communities. They will begin to understand the importance of rivers in the now and then and why people settled near rivers. They will understand that Brighton is in Sussex and the children will look at other places in Sussex linked to the Anglo-Saxons.				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b> Source, mouth, meander, V-shape valley, tributary, ox-bow lake, coast, erosion, deposition, tidal, hills, mountains, dams, canals.  <b>Human vocabulary</b> Flooding, ports, harbors, trade links, energy, travel, recreation, farming	Recap learning on their learning about Brighton in EYFS and KS1.  Water cycle coverage	<b>History</b> – links Anglo-Saxons invading Sussex. <b>Science</b> – water cycle <b>Computing</b> – Google earth	Exploring issues of river pollution - Chemical/plastic etc and the impact on wildlife in the water.  Field trips to explore the River Cuckmere.  Working as a team during fieldwork.	Watercycle demonstration outside using bowls, water, Clingfilm.  Fieldwork during potential trip to Cuckmere.
<b>Threshold Concepts</b>				
<i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>		
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>			
<b>Location</b> <ul style="list-style-type: none"> <li>I know the counties and geographical regions of UK and their characteristics.</li> <li>I know key topographical features (hills, mountains, coasts, rivers) of <b>Sussex</b></li> </ul>	<b>Physical processes</b> <ul style="list-style-type: none"> <li>I can explain the water cycle.</li> <li>I can describe the 3 stages of the river.</li> <li>I can explain erosion, deposition and transportation.</li> </ul> <b>Human processes</b>	<b>Techniques + Key vocabulary</b> <ul style="list-style-type: none"> <li>I can locate the geographical regions of UK and their characteristics.               <ul style="list-style-type: none"> <li>I can locate and describe Key topographical features (hills, mountains, coasts, rivers) of <b>Sussex</b></li> </ul> </li> <li>I can use different types of map (aerial, historical, OS, physical,</li> </ul>		<b>Mark the 8 points of a compass on the playground, use these to give instructions and map out an outdoor activity.</b>

	<ul style="list-style-type: none"> <li>I can describe and understand key aspects of human geography, including - <b>types of settlement and land use, economic activity,</b> and the distribution of natural resources - <b>water.</b></li> </ul>	<p>political)</p> <ul style="list-style-type: none"> <li>I can use atlases, globes and digital mapping.</li> <li>I can use different scales of maps.</li> <li><b>I can use the 8 points of the compass</b></li> <li><b>I can use 4 figure grid references to prepare for River Cuckmere fieldwork.</b></li> <li>I can use symbols and key (including OS maps).</li> <li>I can use fieldwork to observe, measure, record and present information about the River Cuckmere</li> <li>I can use a range of methods (sketch map, plan, graphs, digital technologies (Google earth).</li> </ul>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I know what a river is and the 3 stages</li> <li>I can name key rivers of Sussex</li> <li>I know what a meander, oxbow lake and Delta are.</li> </ul>			<p>Create a chalk map of Sussex outside, use outdoor resources to mark where rivers would be.</p> <p>Visit a river/ outdoor body of water to think about the potential impact of flooding</p>
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>I understand the impact of flooding.</li> </ul>			
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>I understand the similarities and differences through the study of human and physical geography of <b>rivers in Sussex</b> and how that has changed over time.</li> <li>I understand what a river is.</li> </ul>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans,</li> </ul>		<ul style="list-style-type: none"> <li>- Describe key aspects of the physical</li> <li>- Geography of rivers and water cycle.</li> </ul>	



graphs and digital technologies.		
<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical, human and physical features of a location.</li> </ul>		

**Spring 2 and Summer 1: The Nile and The Amazon**

In this unit, pupils will learn build upon their knowledge of rivers by looking at world rivers – especially the River Nile and Amazon which are touched upon in the Summer term texts. They will describe how rivers are used around the world and be able to locate the source, mouth and length of the river. They will learn about the advantages and disadvantages of living near a river. They will look at the environmental impact of dams, need for irrigation, hydro-electric-power. Ongoing news - looking natural disasters around the world – flooding, landslides, etc .

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Physical vocabulary</b> Source, mouth, meander, V-shape valley, tributary, ox-bow lake, coast, erosion, deposition, hills, mountains,</p> <p><b>Human vocabulary</b> Flooding, ports, harbours, trade links, energy, travel, recreation, farming, irrigation, borders, canals, reservoirs, mills, dams, agriculture, industry.</p>	<p>Recap on previous work around rivers</p> <p>Water cycle.</p> <p>Parts/stages of a river</p>	<p>English: Build on work of The Secrets of the Sun King</p> <p><b>History</b> – Ancient Egyptians (Nile)</p> <p><b>Science</b> – plants/animals</p> <p><b>Computing</b> - Google Earth</p> <p><b>PSHE</b> – impact of natural disasters</p>	<p>Exploring issues of the impact on eco-systems and communities when dams are built</p> <p>Empathise with people around the world who have no access to clean water to drink or water for crops.</p>	<p>Create different eco areas at the adventure trail, visit them after some time to see which have more wildlife.</p>

**Threshold Concepts**  
*Knowledge without which later concepts will not be fully understood*

<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>	
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>		<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>I know the countries that the Nile and Amazon Rivers flow through and their capital cities.</li> <li>I know the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic</li> </ul>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>I can explain how drought affects the area around the river.</li> </ul> <p><b>Human processes</b></p> <p>I can explore how the transport of goods</p>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can locate important rivers around the world.</li> <li>I can locate the environmental regions of Africa and South America.</li> <li>I can identify the position and significance of Equator, N &amp; S Hemispheres, Tropic</li> </ul>	<p><b>Use plants such as cress to demonstrate how drought can affect areas around rivers.</b></p>

<p>andAntarctic Circle.</p> <ul style="list-style-type: none"> <li>• I know important rivers around the world. (Nile, Amazon, Ganges etc)</li> <li>• I know that Brazil and Egypt are in the Southern Hemisphere.</li> </ul> <p>I know the environmental regions of Africa and SouthAmerica</p>	<p>increases interconnection with other places.</p>	<p>of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> <li>• I can use different types maps (aerial, physical, political)</li> <li>• I can use atlases, globes, and digital mapping.</li> <li>• I can use the 8 points of the compass</li> <li>• I can use 4 figure grid references</li> <li>• I can use symbols and key.</li> <li>• I can use secondary fieldwork sources to describe what it is like to live near a river – advantages and disadvantages, the impact of human interaction on the environment</li> </ul>		
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>• I know what a river basin is.</li> <li>• I know what the main tributaries of the Amazon and Nile rivers are.</li> <li>• I know what climatic zones the rivers are found in</li> </ul>			<p>Create an outdoor map of Egypt and plot different Egyptian landmarks around it using outdoor equipment before making a map.</p>	
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>• I know how land use has changed over time.</li> <li>• I understand the power of water and the impact of dams, the need for irrigation, hydro-electric-power etc.</li> </ul>				
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• I understand the similarities and differences by studying the human &amp; physical geography of the River Nile in Africa to the Amazon in South America</li> </ul>				
<p><b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b></p>				

<ul style="list-style-type: none"> <li>Name the position and significance of Equator, N &amp; <ul style="list-style-type: none"> <li>S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</li> </ul> Describe some of the characteristics of these geographical areas.</li> <li>Explain own views about locations giving reasons.</li> <li>Use a range of resources to identify the key physical and human features of a location</li> </ul>			
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## Year 5

Autumn 1 and 2 – Land Use and Trade			
<p>In this unit, pupils will learn what trade is and give reasons why we need to trade with other countries around the world. Pupils will recognise that some products are imported while others are exported, developing their understanding of how products we use can be produced locally as well as globally. They will understand what Fairtrade is, how it works and how it impacts the supply chain. They will go on to explore ways in which fair trade organisations help not only workers but their <b>local communities</b> too, before thinking about ways in which they themselves can support the <b>fair trade</b> movement. They will look at what the UK imports and exports to the world both now and in the past. This will link to their history, where they will discuss how the Tudors traded and explored the world.</p>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
<b>Physical vocabulary</b>  <b>Human vocabulary</b> Trade, globalisation, supply chain, companies, business, imports, exports, food miles, food security, population, pollution, carbon footprint	Recap on the climate work	<b>PSHE</b> – global citizenship/equality <b>Social responsibility – Circular economies</b>	Understanding of how what they buy can have an impact on the lives of others around the world. Sense of empathy. To recognise behaviours change overtime
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i>			
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>	
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>		Opportunities for outdoor learning (OCOW)

<p><b>Location</b></p> <ul style="list-style-type: none"> <li>• I understand the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic, and Antarctic Circle.</li> <li>• I know the climate zones of the world and their impact on food production.</li> <li>• I understand and can explain the UK's trade links with other countries.</li> <li>• I know what the UK exports and imports.</li> <li>• I understand the more <b>food miles</b> the greater the impact on the environment (pollution).</li> </ul> <p>I understand and can explain the world supply chain.</p>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>• I can compare and contrast the geographical locations from which foods are imported into the UK.</li> </ul> <p><b>Human processes</b></p> <ul style="list-style-type: none"> <li>• I can identify what goods are traded across the world.</li> </ul> <p>I can give reasons why trade in food is important (export/imports).</p> <ul style="list-style-type: none"> <li>• I can explain some of the concerns about food miles.</li> </ul>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• I can identify the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle</li> <li>• I can use atlases and globes.</li> <li>• I can use different types of maps.</li> <li>• I can use key vocabulary to explain the process of trade.</li> <li>• I can interpret data from a range of sources (statistics, graphs, tables)</li> </ul> <p>I can use symbols and keys.</p> <ul style="list-style-type: none"> <li>• I can create and compare maps to identify patterns such as climate and food production</li> </ul>	<p><b>Create map of the world outside using cones/ PE equipment. Mark out where the equator is and different hemispheres.</b></p>
<p><b>Physical features</b></p>			
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>• I know what trade is and give reasons for it.</li> <li>• I know how trading has changed over time.</li> <li>• I understand and can explain the importance of Fairtrade.</li> <li>• I know what food miles are.</li> <li>• I know what the most traded foods are locally and globally.</li> <li>• I know what import and export mean.</li> </ul>			<p>Take a walk around Rottingdean to identify the human and physical features.</p> <p>Look at the different markets/ shops/ stalls and see where the food comes from.</p>

<b>Diversity</b> <ul style="list-style-type: none"> <li>I understand there are a range of foods that are traded in huge quantities across the world.</li> <li>I understand that resources occur in some parts of the world and not others.</li> </ul>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
	<ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns such as climate, food production and agriculture.</li> </ul>	

Spring Term 1: Russia				
In this unit, pupils will continue to build on their knowledge of Europe (including Russia) from previous years. They will embed their knowledge of the countries of Europe and learn their capitals before focussing in on Russia, linking their Geography with English Core Text. Here, they will learn about the human and physical environment and <b>compare</b> Russia to the UK.				
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b>  Grid reference, contour lines, climate, sea, ocean, eastings, northings, grid reference, continent.  <b>Human vocabulary</b> Settlement, borders, population, city, capital	Recap work geography of Europe from.  Recap work on trade last term	<b>Computing</b> – Google Earth <b>Social responsibility</b> – Wealth <b>English</b> – Reading of Wolf Rider	Understanding of how different countries geographic position had an impact on decisions they made.  Recognition that places are different to their locality and what impact that has.	
<b>Threshold Concepts</b> <i>Knowledge without which later concepts will not be fully understood</i>				
<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>		
<b>Core Knowledge</b> <i>The minimum all</i>	<b>Thinking geographically- Key Skills</b>			Opportunities for outdoor

<i>pupils should know</i>	<i>Which can only be applied once knowledge is understood</i>		learning (OCOW)
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>I know the countries and capitals of Europe (including location of Russia).</li> <li>I know Europe is in the Northern Hemisphere.</li> <li>I know the names of regions in Europe.</li> <li>I know that Dieppe is on the coast, across the channel from England.</li> </ul> <p>I know the names of the horizontal and vertical lines on a map – eastings and northings</p>	<p>Human Processes:</p> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of human geography</li> </ul>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can locate the countries and capitals of Europe (including location of Russia).</li> <li>I can locate and identify the key physical and human characteristics of a <b>region in European country</b> and its major cities.</li> <li>I can use different types maps (OS, historical, aerial, physical, political) to compare Sussex to Normandy</li> <li>I can use atlases, globes, and digital mapping. I can use different scales of maps</li> <li><b>I can use the 8 points of the compass</b> <b>I can use 6 figure grid references</b></li> <li>I can use symbols and key.</li> <li>I can use fieldwork to observe, measure, record and present information (Bomb Walk)</li> </ul> <p>I can use a range of methods (sketch map, plan, graphs, digital technologies (Google Earth))</p>	<p><b>Create map of the world using outdoor equipment and highlight Russia. Compare how close this is to different countries/ seas/ the equator compared to the UK.</b></p> <p><b>Create a map using outdoor resources, symbols and a key.</b></p>
<p><b>Physical features</b> I know the key physical characteristics of a region in European country and its major cities.</p>			<p>After learning about the Human and Physical features of Russia, take a trip around Rottingdean, e.g. beach, Kipling Gardens, high-street. Identify similarities and differences to Russia.</p>
<p><b>Human features</b></p>			
<p><b>Diversity</b> I understand the similarities and differences through the study of human and physical geography of their locality and a region in a European country.</p>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed</li> </ul>		<ul style="list-style-type: none"> <li>Use the eight points of a compass, 6 figure grid references, symbols and a key.</li> </ul>	

Descriptions and opinions of the characteristic features of a location. <ul style="list-style-type: none"> <li>Analyze and give views on the effectiveness of different geographical representations of a location (such as aerial images)</li> </ul>			
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**Spring Term 2: The Americas**

In this unit, pupils will take a trip through North and Central America, further building on their knowledge of Fairtrade within it carried on from the autumn term/global week. They will be able to name the countries/states and capitals that make up those areas and how the climate differs across the continent. They will look at **time zones** and understand that in countries to the east of the **Prime Meridian** are always in front of that in the UK and time in countries to the west of the Prime Meridian are always behind that of the UK. From looking at **physical and human features** across America, they will make comparisons with their local area. Pupils will compare population density and how natural resources and trade play a part in this, as well as developing their social and political geography knowledge in preparation for secondary school.

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<b>Physical vocabulary</b> climate zones, biomes, landmark, rivers, mountains, seas, Prime Meridian, Greenwich, hemispheres, East, West, London, meridians of longitude,	Recap work on climate zones.  Follow on work to revisit Trade and economic topic/Fairtrade	<b>History – Mayans</b> <b>Science – plants/animals</b> <b>Computing - Google Earth</b> <b>Maths – time zones</b> <b>English: Kensuke’s Kingdom</b>	Understanding of how a country's political system and Geographical make-up can impact on its decisions.  Sense of empathy through the study of Fairtrade and the impact they themselves can have.  How changes over time can affect the cultural and social features of an area.  To challenge racism, discrimination and persecution through civil rights whilst exploring America.	How can we help Fairtrade? Create a class initiative to fundraise. E.g. grow own vegetables or fruit to sell after school.

**Threshold Concepts**

*Knowledge without which later concepts will not be fully understood*

<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>	
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>		<b>Opportunities for outdoor learning (OCOW)</b>
<b>Location</b> <ul style="list-style-type: none"> <li>I know the countries of North and South America and their</li> </ul>	<b>Physical processes</b> <ul style="list-style-type: none"> <li>I can describe and understand key aspects of physical geography in</li> </ul>	<b>Techniques + Key vocabulary</b> <ul style="list-style-type: none"> <li>I can identify the main physical and human characteristics of countries in the Americas.</li> </ul>	<b>Create an outdoor map with equipment and/or chalk and give directions/ clues to follow. E.g. This country is North of the equator etc.</b>

<p><b>capital/major cities.</b></p> <ul style="list-style-type: none"> <li>• I know the states of the USA.</li> <li>• I know the environmental regions of the <b>Americas</b>.</li> <li>• I know the 5 physical regions of North America.</li> <li>• I know the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle, latitude + longitude, Prime/Greenwich Meridian, and time zones (including day and night).</li> </ul> <p>I know what the climate and biomes are like in different places across the Americas.</p> <ul style="list-style-type: none"> <li>• I know the line labelled 0 degrees longitude is called the Prime Meridian and it splits the world into eastern and western hemispheres.</li> </ul>	<p>North America, including – climate zones, biomes, mountains and rivers.</p> <p>I can explain how erosion has led to the creation of famous physical features.</p> <p><b>Human processes</b></p> <p>I can describe and understand key aspects of human geography, including – tourism, land use and the distribution of natural resources</p>	<ul style="list-style-type: none"> <li>• I can locate the countries of North and South America and their capital/major cities.</li> </ul> <p>I can locate and identify the key physical and human characteristics of a <b>region in North/Central America</b>.</p> <ul style="list-style-type: none"> <li>• I can locate the environmental regions of the <b>Americas</b>.</li> <li>• I can identify the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle, latitude + longitude, Prime/Greenwich Meridian, and time zones (including day and night).</li> <li>• I can use different types maps (aerial, physical, political) to locate &amp; describe features</li> <li>• I can use atlases, globes, and digital mapping.</li> <li>• I can use 6 figure grid references</li> </ul> <p>I can use symbols and key.</p>	<p><b>Label this on a paper map while working.</b></p>
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>• I know the key physical features of a country in North America.</li> <li>• I know about and can name famous physical features/landmarks</li> <li>• I know how some physical features are formed.</li> </ul> <p>I know what a natural resource is and can list common natural resources.</p>			
<p><b>Human features</b></p> <ul style="list-style-type: none"> <li>• I know the key human features of a country in North America</li> <li>• I know why population is distributed as it is.</li> <li>• I know how natural resources (trade)</li> </ul>			



<p>play a part in settlement. I know the impact tourism has on the environment, economy and settlement</p>			
<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>I understand the similarities and differences by studying the human &amp; physical geography of different regions of <b>North/Central America</b></li> </ul> <p>I understand the diverse physical features across a country gives rise to imports and exports of natural resources.</p>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle, latitude + longitude, Prime/Greenwich Meridian, and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography including settlement, land use, economic activity including <b>trade links</b>, and the distribution of natural resources including energy, food, minerals, water supplies.</li> </ul>	

Summer 2 (Year 5), Autumn 1 (Year 6) : Climates of the World

In this unit, pupils will investigate what a biome is and locate Earth's main biomes. They will compare the features of a biome to another (including vegetation, wildlife, and climate). They look at the different climate zones of the world, for example **arid, polar, temperate or tropical**. They will discover where the different climates are found and the weather conditions that are associated with each. They will compare climate data for different locations and explore weather patterns within a climate zone. They will understand how latitude is linked to climate.

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Physical vocabulary</b> temperate, tropical, <b>temperature, precipitation,</b> hemisphere, axis, season, <b>weather, climate,</b> Equator, <b>latitude,</b> Tropic of Cancer,</p>	<p>Recap work on Arid, temperate and tropical climates. Recap water cycle from Yr4 <b>History – Ancient</b></p>	<p><b>Science</b> – Living Things – (flora) plants/photosynthesis/ (fauna) animals Water cycle <b>Computing</b> - Google Earth <b>Maths</b> – data-handling <b>PSHE</b> – impact of natural</p>	<p>Understand the importance that humans play in protecting/preserving the environment.  Sense of empathy and social responsibility.</p>	<p>Recap water cycle experiment outdoors using bowls, water, Clingfilm.</p>

<p>Tropic of Capricorn, arid, polar, Mediterranean, mountain, tundra, taiga, deciduous forest, desert, rainforest, vegetation, flora, permafrost, ecosystems, <b>biome</b>, weather, vegetation, water cycle, <b>climatic zones</b>.</p> <p><b>Human vocabulary</b> pollution, deforestation, acid rain, carbon emissions, logging, mining, dams, settlement</p>	<p><b>Egyptians</b></p>	<p>disasters/global <b>Social responsibility</b> – Biodiversity</p>	
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**Threshold Concepts**

*Knowledge without which later concepts will not be fully understood*

Investigating places	Investigating patterns	Communicating geographically
<p><b>Core Knowledge</b> <i>The minimum all pupils should know</i></p>	<p><b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i></p>	
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>❓ I know the 7 different climate zones of the world and their characteristics.</li> <li>❓ I know the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</li> <li>❓ I know the different lines of latitude and can explain how latitude is linked to climate.</li> <li>❓ I know the main biomes of the world.</li> <li>❓ I know the main climate zones of</li> </ul>	<p><b>Physical processes</b></p> <ul style="list-style-type: none"> <li>• I can explore weather patterns within a climate zone.</li> <li>• I can compare the physical features of a biome to another.</li> <li>• I can describe and understand key aspects of physical geography, including – climate zones, biome.</li> </ul>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• I can locate the world's countries and their capital cities</li> <li>• I can locate different climate zones and explore the differences between the Northern and Southern Hemisphere.</li> <li>• I can identify the position and significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle, time zones including day and night.</li> <li>• I can identify the different lines of latitude and explain how latitude is linked to climate.</li> <li>• I can use different types of maps (aerial, physical, political), atlases, globes, and digital mapping.</li> <li>• I can use 6 figure grid references</li> </ul>
<p><b>Opportunities for outdoor learning (OCOW)</b></p> <p>Shadow experiment to show the movement of the sun. Have children in circle shapes representing the sun and earth to show how the earth moves around the sun. Discuss what makes a climate.</p>		

<p>the world.</p> <p>❓ I know the difference between weather and climate.</p> <p>I know what precipitation is.</p>	<p><b>Human processes</b></p> <p>I know how to care for the environment and raise awareness</p>	<ul style="list-style-type: none"> <li>I can use symbols and key.</li> </ul> <p>I can analyse statistics and other information to draw clear conclusions about locations (climate/weather data)</p>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>I know that climate is the different weather conditions of an area over a long period of time.</li> <li>I know what a biome is.</li> <li>I know what a climate zone is.</li> <li>I know what latitude means.</li> </ul> <p>I know what precipitation is.</p>			
<p><b>Human features</b></p>			
<p><b>Diversity</b></p> <p>I understand the similarities and differences by studying the human &amp; physical geography of different biomes and climate zones.</p>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information to draw clear conclusions about locations.</li> </ul>	<p>❓ Identify and describe the geographical significance of latitude.</p> <p>❓ I can identify and describe the geographical significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle.</p>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including climate zones, biomes.</li> </ul>	

## Year 6

Autumn 1 in Year 6 is spent continuing with the above 'Climates of the World' topic, but this time, consolidating knowledge through the reading of both 'Shackleton's Journey' and The Titanic Detective Agency:

Summer 2 (Year 5), Autumn 1 (Year 6) : Climates of the World

In this unit, pupils will investigate what a biome is and locate Earth's main biomes. They will compare the features of a biome to another (including vegetation, wildlife, and climate). They look at the different climates zones of the world, for example **polar**. They will discover where the different climates are found and the weather conditions that are associated with each. They will compare climate data for different locations and explore weather patterns within a climate zone. They will understand how latitude is linked to climate.

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>	<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Physical vocabulary</b> temperate, tropical, <b>temperature, precipitation, hemisphere, axis, season, weather, climate, Equator, latitude, Tropic of Cancer, Tropic of Capricorn, arid, polar, Mediterranean, mountain, tundra, taiga, deciduous forest, desert, rainforest, vegetation, flora, permafrost, ecosystems, biome, weather, vegetation, water cycle, climatic zones.</b></p> <p><b>Human vocabulary</b> pollution, deforestation, acid rain, carbon emissions, logging, mining, dams, settlement</p>	<p>Recap work on Arid, temperate and tropical climates. Recap water cycle from</p>	<p><b>Science</b> – Living Things – (flora) plants/photosynthesis/ (fauna) animals Water cycle <b>Computing</b> - Google Earth <b>Maths</b> – data-handling <b>PSHE</b> – impact of natural disasters/global <b>Social responsibility</b> – Biodiversity</p>	<p>Understand the importance that humans play in protecting/preserving the environment.</p> <p>Sense of empathy and social responsibility.</p>	<p>Create bug homes.</p> <p>Find an area of the playground/ local area that needs developing. What can we do to protect/ preserve it? E.g. growing new plants, protecting plants, animal hides etc.</p>

**Threshold Concepts**

*Knowledge without which later concepts will not be fully understood*

<b>Investigating places</b>	<b>Investigating patterns</b>	<b>Communicating geographically</b>	
<b>Core Knowledge</b> <i>The minimum all pupils should know</i>	<b>Thinking geographically- Key Skills</b> <i>Which can only be applied once knowledge is understood</i>		<b>Opportunities for outdoor learning (OCOW)</b>
<p><b>Location</b></p> <ul style="list-style-type: none"> <li>I know the 7 different climate zones of the world and their characteristics.</li> <li>I know the position and significance of Equator, N &amp; <ul style="list-style-type: none"> <li>S Hemispheres, Tropic of</li> </ul> </li> </ul>	<p><b>Physical processes</b></p> <p>I can explore weather patterns within a climate zone.</p> <ul style="list-style-type: none"> <li>I can compare the physical features of a biome to another.</li> </ul>	<p><b>Techniques + Key vocabulary</b></p> <ul style="list-style-type: none"> <li>I can locate the world's countries and their capital cities</li> <li>I can locate different climate zones and explore the differences between the Northern and Southern Hemisphere.</li> <li>I can identify the position and significance of</li> </ul>	<p><b>Mark weather patterns in the UK over a period of time. Collect rain fall and compare this to rain fall in a different climate zone.</b></p>

<p>Cancer &amp; Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> <li>• I know the different lines of latitude and can explain how latitude is linked to climate.</li> <li>• I know the main biomes of the world.</li> <li>• I know the main climate zones of the world.</li> <li>• I know the difference between weather and climate.</li> <li>• I know what precipitation is.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe and understand key aspects of physical geography, including – climate zones, biome.</li> </ul> <p><b>Human processes</b></p> <p>I know how to care for the environment and raise awareness</p>	<p>Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn, Arctic and Antarctic Circle, time zones including day and night.</p> <ul style="list-style-type: none"> <li>• I can identify the different lines of latitude and explain how latitude is linked to climate.</li> <li>• I can use different types of maps (aerial, physical, political), atlases, globes, and digital mapping.</li> <li>• I can use 6 figure grid references</li> <li>• I can use symbols and key.</li> </ul> <p>I can analyse statistics and other information to draw clear conclusions about locations (climate/weather data)</p>	
<p><b>Physical features</b></p> <ul style="list-style-type: none"> <li>• I know that climate is the different weather conditions of an area over a long period of time.</li> <li>• I know what a biome is.</li> <li>• I know what a climate zone is.</li> <li>• I know what latitude means.</li> </ul> <p>I know what precipitation is.</p>			
<p><b>Human features</b></p>			
<p><b>Diversity</b></p> <p>I understand the similarities and differences by studying the human &amp; physical geography of different biomes and climate zones.</p>			
<b>Assessment points (Milestone 1 Goals) - For subject leader reference only</b>			
<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information to draw clear conclusions about locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical <ul style="list-style-type: none"> <li>○ Significance of latitude.</li> </ul> </li> <li>• I can identify and describe the geographical significance of Equator, N &amp; S Hemispheres, Tropic of Cancer &amp; Capricorn,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including climate zones, biomes.</li> </ul>	

	Arctic and Antarctic Circle.	
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