

Lightcliffe CofE Primary School

Geography Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower



Geography Curriculum: Christ Church Upper Armley

At CCUA Primary we aim to give each and every child a sense of identify and contextual knowledge of local and globally significant places. Keeping in line with our schools aims and vision we aspire to create inquisitive and analytical minds and lifelong learners and seekers of knowledge. During their time at CCUA Primary, students will be encouraged to link their geographical knowledge with the geographical skills and processes, in order to understand and appreciate the human and physical aspects of geography.

To deepen their experiences and understanding of geography all children will be immersed in a broad and rich curriculum which will provide them with opportunities to partake in fieldwork and develop their knowledge of cartography. They will also be encouraged to ask questions and use a variety of sources, including photos, books, stories and maps. The children will also be using both primary and secondary sources to investigate further.

Purpose of study

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

Greater Depth:

In order to cater for the children who are working at greater depth we will be encouraging them to further deepen their substantive knowledge without which they will be unable to further develop their analytical skills. the strategies used for creating depth of knowledge will include:

- Strategic questioning- this will require the learner to think about the unit of work on a more profound level and go and allow them

to understand a higher order of questioning. Lower down in school the concept of sustained shared thinking will be used, where the child's thinking is further developed by the use of 'serve and return' method. This is essentially a conversation with the child using open ended questions. Thus, also improving the child's oracy.

- Considering Learning Roles - In this scenario the child will be encouraged to argue from an alternative perspective, not necessarily a perspective they agree with. This will allow the child to also develop empathy with different viewpoints and garner an understanding and respect for other viewpoints.
- Build on interests to extend – The children working at greater depth will also be provided with suitable materials and encouraged to independently increase the knowledge and become experts in their field.

Key Curriculum Principles

1. **The Bigger Picture: Progression of knowledge should be clear**

The knowledge that children will learn through each geography unit is clear and develops their understanding of location and place knowledge, human and physical geography and geographical skills and fieldwork. Creating and using maps will be central to children's understanding of local and global locations.

2. **Enrichment: Geography seeks to understand how different views, values and perspectives influence and affect places and environments at different scales. It helps explain why places are changing, how they are interconnected and why patterns of inequality exist at both local and global scales.**

Pupils will develop the skills and processes necessary to find out more about their immediate and distant environment Children will be equipped with a broad and rich curriculum which will provide them with skills set they need to succeed.

3. **Deliberate Practice:** Pupils will be taught to look at and use reliable primary and secondary sources and cartography. They will begin to evaluate answers by thinking.

- Have I got all the evidence I need?

- Is it a reliable source?
4. **Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the geography curriculum, so that learners can further develop ideas; and articulate them to their peers.

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Aims

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

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

- Communicate geographical information in a variety of ways, including through

Subject content Key stage 1

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:
 - Locational knowledge
 - name and locate the world's seven continents and five oceans
 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 - Place knowledge
 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
 - Human and physical geography
 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 - use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 - Geographical skills and fieldwork
 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should be taught to: Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Implementation

Attainment Targets

Early Years:

When teaching Geography in Early Years we will be taking a holistic approach in embedding conceptual knowledge and allowing the children to develop their skills and natural curiosity in order to understand the world around them. We understand that each child's physical and cognitive development is a unique journey and therefore geographical concepts and skills will be taught implicitly through a number of activities and discussions throughout their time in Early Years, thus enhancing the children's understanding of place, space and environment allowing them to gain the prerequisite knowledge and skills to understand geography in KS1 onwards.

Key stage 1

Pupils should develop a sense of identity and location using common words and phrases relating to place, space and environment. They should be able to pin point where they live and identify similarities and differences between their locality and other national and global destinations. They should use a wide vocabulary of everyday geographical terms and ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key information about human and physical geography.

In planning to ensure the progression described above through teaching about place, space and environment outlined below, teachers are often introducing pupils to geographical units that they will study more fully at key stages 2 and 3.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

EYFS

At CCUA we develop young children's sense of identity through Geography by allowing them to explore their immediate environment and local area around them. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for Geography within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for Geography. The most relevant statements for Geography are taken from the Specific Area of Learning: **Understanding the World**. The Understanding the world EYFS Statutory Educational Programme outlines:

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension". - EYFS Framework (2021), pg 10.

EYFS Geography ELG			Geography Skills (links to NC)	Vocabulary	Key Stories/Texts
Reception	Understanding the World	-Recognise some environments that are different from the one in which they live.	-Make simple observations about their surroundings. -Begin to use basic geographical vocabulary (e.g., beach, city, town, countryside). -Talk about features of their own environment and how they might vary from others.	City, countryside, map, place, weather, hot, cold, near, far, travel, journey	

ELG	Understanding the World	<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>-Explain some similarities and differences between life in this country and life in other countries.</p>	<ul style="list-style-type: none"> • Use observational skills to study their local environment. • Identify and describe physical and human features of their locality. • Begin to use maps and globes. • Develop awareness of the wider world. 	Environment, map, globe country, world, same, different, compare, home abroad, landscape, feature	

Geography Curriculum Overview

	Autumn	Spring	Summer
Year 1	Weather and climate	Local Area Study	Hot and Cold Places
Year 2	Continents and Oceans	United Kingdom	Mara Primary School: Tanzinia
Year 3	Where Does our Food Come From?	Volcanoes	France
Year 4	Rivers	Mountains	Local Study: Lightcliffe
Year 5	Climate Zones	Rainforests	South America
Year 6	Whitby: Local Study	Water	Energy and Sustainability

Unit Overviews

Year 1: Weather and Climate	Links to Prior Learning				
	In EYFS, pupils begin to observe and talk about the natural world, including seasonal changes and weather patterns. This unit builds on those early experiences by introducing the concept of weather in more detail, including the four seasons and how weather affects daily life. Pupils begin to use geographical vocabulary to describe weather and make simple observations and recordings. They also start to understand how weather varies across the UK and how it influences clothing, activities, and jobs. This links directly to the National Curriculum aim for Key Stage 1, which requires pupils to identify seasons and daily weather patterns in the UK and use basic geographical vocabulary. The unit lays the foundation for future learning about climate zones and global weather patterns in Key Stage 2. It also introduces pupils to simple fieldwork and observational skills, which are developed further in later units.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know the months of the year and recognise the seasons. -To know the differences between the seasons. -To know which seasons we are in. -To know the types of clothing worn in the different seasons -To know what types of weather we have in the UK and record the daily weather in our area. -To know how the weather affects different jobs in society. <p>Deeper Learning: Create a weather forecast and explain what clothing is needed in each season, using technical vocabulary.</p>	<ul style="list-style-type: none"> -Draw and label pictures to show location -Express pupils' own view about place, people, and the environment. -name and locate the four countries of the UK and their capital cities when studying weather and climate in the UK. 	<ul style="list-style-type: none"> -Name some types of weather and describe the weather associated with the four seasons. -Ask questions about the weather and seasons. - Observe and record e.g. draw pictures of the weather at different times of the year. - Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade. 	<ul style="list-style-type: none"> -Make a simple map. -Use photos to locate a familiar place. -Look at a simple map of the local area and identify the things they know and have seen. 	Weather Seasons Summer Winter Autumn Spring Wind Rain Snow Hail Sleet Fog Sun Hot Warm Cold

Year 1: Local Study: Lightcliffe	Links to Prior Learning				
	<p>This unit builds directly on pupils' early experiences in EYFS, where they explored their immediate surroundings and began to develop a sense of place. Pupils now extend this understanding by identifying and describing features of their local area, including their school and nearby landmarks. They begin to use simple maps and directional language, which supports the National Curriculum aim for Key Stage 1 to use basic geographical vocabulary and develop locational awareness. Pupils also begin to understand the difference between rural and urban environments and how people interact with their surroundings. This unit lays the foundation for more complex local and regional comparisons in Key Stage 2. Through fieldwork and observation, pupils begin to ask and answer questions about their environment, developing the enquiry skills that will be built upon in later years. This unit also introduces the use of symbols and keys, which are revisited and expanded in future mapping work.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know the differences between rural and urban areas and know what type of settlement I live in. -To know the features of the school ground and its surrounding area. -To know journeys through my local area. -To know the symbols used in an Ordnance Survey map. -To know how to create a map of Lightcliffe. <p>Deeper Learning: Create your own map of a regular route through school/ to school.</p>	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of our school/and Hipperholme and Lightcliffe (NC) -Draw and label pictures to show location. -Express your own views about a place, people and environment. -Compare places and locations in contrasting countries. 	<ul style="list-style-type: none"> - Understand that different countries and places that have different types of human and physical features. - Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season. - Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade. 	<ul style="list-style-type: none"> Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) -Make a simple map. -Use photos to locate a familiar place. - Observe and record information about the local area e.g. how many shops there are near the school? - Look at a simple map of the local area and identify the things they know and have seen. 	Local Area House Route Aerial View North East South West Compass Urban Rural Village Town City Countryside

Year 1: Hot and Cold Places	Links to Prior Learning				
	Building on their understanding of weather and seasons from the "Weather and Climate" unit, pupils now explore how temperature and climate vary across the world. They begin to identify hot and cold places on a globe and understand their location in relation to the Equator and the Poles, as outlined in the Key Stage 1 National Curriculum. Pupils also begin to compare environments and understand how animals and people adapt to different climates. This unit introduces the concept of global geography and encourages pupils to think beyond their immediate surroundings. It supports the development of geographical vocabulary and comparison skills, which are essential for later studies of continents, climate zones, and biomes. Pupils also begin to use maps and globes to locate places, building confidence in using geographical tools. This unit lays the groundwork for understanding climate zones and environmental diversity in Key Stage 2.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know where hot and cold places are on a map. -To know the features of a hot or cold place. -To know that different animals live in hot and cold places and know how they have adapted to the climate. -To know which items you would need when travelling to a hot or cold place. -To know what you would see in a hot or a cold place. <p>Deeper Learning: Select a place studied and explain why you would prefer to live there giving details and using technical vocabulary.</p>	<ul style="list-style-type: none"> -Use both maps and globes and identify the hottest and coldest places in the world – The North and South pole, related to their study of the Arctic. - Make comparisons between the UK and life in another country. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes. 	<ul style="list-style-type: none"> -Understand that different countries have different climates. - Use basic geographical vocab to refer to key human features. 	<ul style="list-style-type: none"> - Use locational and directional language to describe the location of features and routes on a map. - Draw simple diagrams with labels. - Compare two photos and make suggestions for the cause of differences in people from contrasting countries and lifestyles. 	Adapt Desert Habitat Iceberg Rainforest Savanna Antarctic Circle Arctic Circle The Equator North Pole South Pole

Year 2: Continents and Oceans	Links to Prior Learning				
	<p>This unit builds on pupils' prior learning in Year 1, where they explored weather, climate, and contrasting hot and cold places. Pupils now extend their locational knowledge by identifying the seven continents and five oceans, using maps and globes to develop a global perspective. This supports the Key Stage 1 National Curriculum requirement to name and locate the world's continents and oceans. Pupils begin to understand the diversity of human and physical features across different continents, laying the foundation for future comparisons of regions in Key Stage 2. They also build on their understanding of climate by linking it to global locations. This unit strengthens pupils' map skills and introduces the concept of hemispheres and the Equator, which are revisited in later units. By the end of the unit, pupils will have a clearer understanding of the world's layout and how geography varies across different parts of the globe.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know where we are in the world. -To know where the seven continents are on a map. -To know where the different continents are located. -To know the different human and physical features of the different continents. -To share my understanding of a continent. <p>Deeper Learning: Select a human/ physical feature studied and give details on its location and why it is significant, using independent reading/ research.</p>	<ul style="list-style-type: none"> -Name and locate the 5 oceans using maps and globes. - Use both maps and globes and identify the coldest places in the world – The North and South pole, related to their study of the Arctic. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes and preferences. 	<ul style="list-style-type: none"> -Understand that different countries have different climates. - Use basic geographical vocab to refer to key human features. 	<ul style="list-style-type: none"> - Draw own maps, include a key on a map using my own symbols. - Collect data using observations and record it in a table. 	Atlas Continent Globe Human Ocean Physical North South East West South Pole North Pole Hemisphere Ocean Human Physical Globe

Year 2: United Kingdom	Links to Prior Learning				
	<p>This unit builds on pupils' previous work in Year 1, where they studied their local area and began to use maps and directional language. Pupils now develop a broader understanding of the United Kingdom by identifying its four countries, capital cities, and key physical and human features. This supports the National Curriculum aim for Key Stage 1 to develop knowledge about the UK and its surrounding seas. Pupils begin to compare different parts of the UK and understand how geography varies between regions. They also revisit and deepen their understanding of map skills, including using simple keys and compass directions. This unit prepares pupils for more detailed studies of UK regions and land use in Key Stage 2. It also encourages them to think about how people live in different parts of the country and how physical geography, such as rivers and mountains, influences human activity and settlement.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know where the four countries of the United Kingdom are on the map. -To know where the four capitals of the United Kingdom are. -To know the differences between human and physical features of the UK. -To know the human and physical features of one of the UK's capital cities. <p>Deeper Learning: Share the most important facts about the United Kingdom using presentational talk.</p>	<ul style="list-style-type: none"> -Name and locate the four countries of the UK and their capital cities. -Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom -Draw and label pictures to show a location in the UK. -Express own views about a place, people and environment. 	<ul style="list-style-type: none"> - Use basic geographical vocab to refer to key physical features, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> -Make a simple map of the UK. -Use photos to locate a familiar place in the UK. - Observe and record information about the UK. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	United Kingdom England Northern Ireland Scotland Wales Coast City Town Village Monarchy Population Forest River Mountain Countryside

Year 2: Mara- Tanzania	Links to Prior Learning				
	Building on their understanding of the UK and global locations from earlier units, pupils now explore a contrasting locality outside Europe. This unit supports the National Curriculum requirement to study the human and physical geography of a small area in a non-European country. Pupils compare life in Mara, Tanzania, with their own experiences in the UK, focusing on climate, housing, schooling, and daily routines. They build on their knowledge of continents and oceans by locating Africa and Tanzania on a map, and they revisit the concept of hot and cold places by exploring Tanzania's equatorial climate. Pupils also begin to understand how geography influences lifestyle and culture. This unit lays the foundation for future studies of global trade, sustainability, and environmental diversity in Key Stage 2. It also strengthens pupils' comparison and enquiry skills, encouraging them to ask thoughtful questions and use evidence to support their ideas.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know what the contrasting human and physical features of Tanzania are -To know Mara is on the map. -To understand and compare the climate in Tanzania with that of the UK. -To know the differences between Mara School and Lightcliffe Primary. 	<ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans. - Make comparisons between the UK and life in another country. - Study pictures/videos of two differing localities. - Express own views about a place, people and environment. - Give detailed reasons to support own likes, dislikes and preferences. -Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Understand that different countries have different climates. - Use basic geographical vocab to refer to key human/ physical features. - Use key vocabulary to compare different lifestyles. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Draw simple diagrams with labels - Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles. 	Africa Tanzania Climate Crop Farm Market Wildlife Flood

Year 3: Where Does our Food Come From?	Links to Prior Learning				
	This unit builds on pupils' understanding of global locations and contrasting environments from Year 2, particularly their study of the UK and Tanzania. Pupils now explore how physical geography, such as climate and land use, influences food production around the world. They begin to understand the concept of trade and how food is transported globally, linking to the National Curriculum's focus on economic activity and the distribution of natural resources. Pupils also revisit and develop their map skills by locating countries and climate zones. This unit introduces the idea of sustainability and the environmental impact of food production, which is explored further in Year 5. Pupils are encouraged to think critically about where their food comes from and how geography affects their daily lives. This learning prepares them for future studies of global trade, biomes, and environmental change in upper Key Stage 2.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know that the food we eat comes from many different places around the world. -To know how land in temperate climates zones is used to produce food. -To know how food is produced in Mediterranean climate zones. -To know how food is produced in the United Kingdom. -To know how different trade links allow food to arrive in the United Kingdom. <p>Deeper Learning: Track the journey of an item of food from farm to the table, explaining the main processes.</p>	<ul style="list-style-type: none"> - Compare both physical and humans features of contrasting countries. - Describe how people can both improve and damage an environment. - Identify features of a place using aerial photographs. - Explain how humans use physical geographical features for a variety of purposes. 	<ul style="list-style-type: none"> - Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions about climate zones. - Explain how humans use physical geographical features for a variety of purposes. 	<ul style="list-style-type: none"> - Ask and respond to questions about places and the environment making comparisons. - Collect data using surveys and present it in a bar chart. 	Farming Sustainability Crop Yield Import Export Trade Links Economics Climate Zone

Year 3: Volcanoes and Earthquakes	Links to Prior Learning				
	Building on their knowledge of physical features and global locations from earlier units, pupils now explore the structure of the Earth and the processes that cause natural disasters. This unit introduces tectonic plates, volcanoes, and earthquakes, supporting the National Curriculum's requirement to describe and understand key aspects of physical geography. Pupils use maps and atlases to locate areas of tectonic activity and begin to understand how these natural events shape the landscape and affect human life. They also develop their enquiry skills by comparing regions affected by different types of natural hazards. This unit lays the foundation for future studies of mountains, rivers, and climate change. Pupils are encouraged to think about how people adapt to living in hazardous environments and how geography influences settlement and land use.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know about the structure of the Earth and label a diagram. -To know what happens at the boundaries between the Earth's tectonic plates. -To know and explain the features of mountains, volcanoes and earthquakes. - There are 3 types of tectonic plates, convergent, divergent and transform. - The main types of mountains are Fold mountains, Fault Block <p>Deeper Learning: Evaluate the advantages and disadvantages of living near a volcano. Compare this to a region where other natural disasters occur (i.e., earthquakes)</p>	<ul style="list-style-type: none"> -Use an index to locate countries, cities and landmarks using an atlas. - Compare both physical and humans features of contrasting countries. - Identify features of a place using aerial photographs. -Know where volcanoes are located in the world and where earthquakes are known to happen 	<ul style="list-style-type: none"> - Draw diagrams, produce writing and use the correct vocabulary. - Ask and answer questions About mountains, earthquakes and volcanoes. - Explain how humans use physical geographical features for a variety of purposes. -Study an area where there is volcanic and tectonic activity. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Include a key on a map using common OS symbols. - Offer explanations for the location of human and physical features in different localities. - Ask and respond to questions about places and the environment making comparisons. 	Core Crust Earthquake Mantle Tectonic plates Pangea Movement Plate Boundary Seismograph Dormant Erupt Extinct Magma Fold / Dome / Fault block Natural Hazard Mountain Mountain Range Region Expedition Everest 'Seven Summits'

Year 3: France	Links to Prior Learning				
	<p>This unit builds on pupils' prior knowledge of the UK and global geography by introducing a focused study of a European country. Pupils compare life in France with their own experiences in the UK, exploring similarities and differences in physical and human geography. This supports the National Curriculum aim to understand geographical similarities and differences through the study of a region in a European country. Pupils revisit and extend their map skills by locating France and its major cities, rivers, and mountain ranges. They also explore cultural aspects such as food, language, and tourism, helping to develop a broader understanding of place. This unit prepares pupils for more detailed regional comparisons in Key Stage 2 and encourages them to think about how geography influences lifestyle and economy. Pupils are introduced to persuasive language and presentational talk, which supports cross-curricular links with English and oracy development.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know the location of Europe on a world map and identify some of its characteristics. -To know the location of some of Europe's countries and capital cities. -To know the differences of various European cuisines. -To know how to use persuasive techniques to convince someone to visit an area of Europe. <p>Deeper Learning: Compare and contrast life in the UK with that of life in another European region, using other substantive knowledge previously learned.</p>	<ul style="list-style-type: none"> - Locate key geographical features on a world map and identify key features and characteristics. - Locate physical geographical features on a map. 	<ul style="list-style-type: none"> - Understand geographical similarities and differences of the UK and other regions. - Describe how physical geography influences the day-to-day life of inhabitants of an area. - Recognise that humans can have some control over the area they live in. 	<ul style="list-style-type: none"> - Explain what data which has either been collected or researched shows and the impact of it. - Use less common OS symbols to show geographical features. 	Currency Migrant Retail Service industry Tourism Easterly Northerly Southerly Westerly

Year 4: Rivers	Links to Prior Learning				
	<p>This unit builds on pupils' prior learning about water and physical features from Year 3, including volcanoes and food production. Pupils now explore rivers in depth, developing their understanding of the water cycle and how rivers shape the landscape. This supports the Key Stage 2 National Curriculum focus on rivers, the water cycle, and human interaction with physical geography. Pupils revisit and extend their map skills by locating major rivers and identifying features such as source, mouth, tributary, and floodplain. They also begin to understand how rivers influence settlement, agriculture, and trade. This unit introduces the concept of flooding and its impact on communities, encouraging pupils to think critically about environmental challenges and human responses. Fieldwork and data collection are used to investigate local rivers, strengthening pupils' enquiry and analytical skills. This learning prepares pupils for future studies of sustainability, climate zones, and global water issues in upper Key Stage 2.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know what the water cycle is -To know what a river is and locate the world's longest rivers on a map. -To know how different people around the world use rivers. -To know what the different features of a river are. -To know which human activities affect rivers. -To know how flooding negatively affects different communities around the world. <p>Deeper Learning: Present information in different ways around flooding in a particular part of the world and summarise why this happens and how it can be prevented through human intervention.</p>	<ul style="list-style-type: none"> - Describe their location in relation to the equator, tropics, hemispheres, and the poles. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region. 	<ul style="list-style-type: none"> - Describe the features of the different rivers of the world and compare different rivers. - Compare different types of settlements and land use, and how these are often near rivers. 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. 	Confluence Flood plane Meander Mouth Source Tributary Estuary Lower course Middle course Upper course

Year 4: Mountains	Links to Prior Learning				
	Building on their understanding of physical geography from Year 3, particularly volcanoes and tectonic activity, pupils now explore how mountains are formed and their impact on human and physical environments. This unit supports the National Curriculum requirement to describe and understand key aspects of physical geography, including mountains and topographical features. Pupils use maps and atlases to locate mountain ranges and identify the world's highest peaks, including the "Seven Summits." They also explore the climate, vegetation, and human activity in mountainous regions, comparing these with lowland areas. Pupils begin to understand how mountains influence weather, biodiversity, and settlement patterns. This unit introduces the concept of altitude and its effects, preparing pupils for more advanced studies of biomes and climate zones in Year 5. Through fieldwork and map interpretation, pupils develop their geographical skills and deepen their understanding of how physical geography shapes human life and global environments.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know what a mountain is and locate the world's 'seven summits' on a map. -To know the key features of mountains and how they are formed. -To know the climate of various mountains and explore mountain life. -To know key facts about the UK's highest mountains. -To know the importance of the Himalayas for the people living in that region. <p>Deeper Learning: To share knowledge about a world-famous mountain or mountainous region, comparing this to other known mountains across the world.</p>	<ul style="list-style-type: none"> - Locate countries, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map. - Describe the location of rainforests in relation to the equator, tropics, hemispheres, and the poles. - Suggest reasons for their location of rainforests. - 	<ul style="list-style-type: none"> - Describe economic activity within a small area outside of the UK and the trade links between that area and the UK. - Compare different types of settlements and land use, and how these are often near rivers. - Recognise that our choices impact the lives of other people. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Understand how colours are used on a map to show different physical zones. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. 	Mountain Mountain Range Region Expedition Everest 'Seven Summits' Himalayas Summit Climate Zone Environment Landscape Equatorial Northern Hemisphere Southern Hemisphere

Year 4: Where would you rather live: Lightcliffe or York?	Links to Prior Learning				
	This unit builds on pupils' previous local studies and comparisons from Year 1 and Year 2, where they explored their immediate environment and a contrasting locality in Tanzania. Pupils now apply these skills to compare two UK locations—Lightcliffe and York—focusing on physical and human geography. This supports the National Curriculum aim to understand geographical similarities and differences through the study of a region of the United Kingdom. Pupils use maps, photographs, and fieldwork to explore land use, transport, services, and population. They begin to evaluate how geography influences lifestyle, accessibility, and development. This unit strengthens pupils' ability to use geographical vocabulary and enquiry skills to make informed comparisons. It also prepares them for future studies of regional and global geography, including climate zones and sustainability. Pupils are encouraged to express their views and justify preferences, developing critical thinking and communication skills that support cross-curricular learning.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know that York is a historic city in North Yorkshire with Roman and Viking origins, while Lightcliffe is a village in West Yorkshire with more rural features. -To know that York has key human features such as a cathedral (York Minster), a railway station, and a university, while Lightcliffe has features like a village school, park, and local shops. -To know how land use differs in York and Lightcliffe, including how York has a mixture of commercial, residential, and tourist areas, while Lightcliffe is mainly residential with surrounding farmland. -To know how transport and accessibility affect life in each location, including York's railway connections and bus services compared to Lightcliffe's reliance on local roads and fewer public transport options. -To know how to use maps, aerial photos, and fieldwork to compare the physical and human geography of York and Lightcliffe. 	<ul style="list-style-type: none"> -Locate York and Lightcliffe on a map of the UK and describe their positions using compass directions and regional terms (e.g. North Yorkshire, West Yorkshire, north of England). -Describe the human and physical features that help define York as a city and Lightcliffe as a village, using geographical vocabulary. -Use simple grid references, map symbols, and keys to identify key features of each place on an Ordnance Survey map. -Explain similarities and differences between York and Lightcliffe based on their size, population, land use, and services. -Use geographical sources (e.g. maps, photos, population data, satellite images) to build a sense of place and draw comparisons between the two locations. 	<ul style="list-style-type: none"> -Describe human features such as housing, transport links, shops, schools, and places of worship in York and Lightcliffe. -Compare land use in different areas, using maps and fieldwork to explore how space is used for homes, work, leisure, and tourism. -Interpret data (e.g. population size, traffic counts, or types of buildings) to make comparisons between urban and rural life. -Evaluate how human activity affects the character and environment of a place, such as tourism in York or residential development in Lightcliffe. 	<ul style="list-style-type: none"> -Use maps, atlases, globes, and digital mapping to locate York and Lightcliffe and describe their features. -Use four-figure grid references, symbols, and keys to identify human and physical features on an Ordnance Survey map. -Carry out simple fieldwork in the local area to observe, measure, and record features such as land use, transport, and services. -Collect data using tally charts, surveys, photographs, and sketches to support a geographical enquiry. 	City Village Region County United Kingdom (UK) Yorkshire Compass points (north, south, east, west) Distance Route Settlement

Year 5: Climate Zones	Links to Prior Learning				
	<p>This unit builds on pupils' understanding of weather, seasons, and global locations from Key Stage 1, as well as their knowledge of physical geography from Year 3 and 4 units on volcanoes, rivers, and mountains. Pupils now explore how climate varies across the world and how it is influenced by latitude, longitude, and proximity to the Equator. This supports the National Curriculum requirement to describe and understand key aspects of physical geography, including climate zones and biomes. Pupils use maps and atlases to locate and compare different climate zones, developing their geographical vocabulary and analytical skills. They also begin to understand how climate affects human activity, agriculture, and settlement. This unit prepares pupils for more complex studies of ecosystems, sustainability, and environmental change in Year 6. It also strengthens their ability to interpret data and use geographical tools to explain patterns and relationships in the natural world.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know the different lines of latitude and longitude and understand how these are linked to climate. -To know the different climate zones and the locations of these. -To know what a tropical and temperate climate is and compare the two. -To know the different weather patterns in different climate zones. -To know the different characteristics of different climate zones. <p>Deeper Learning: Write a weather forecast for a typical day in a given climate zone, using data where necessary; researching and finding out more about the given climate zone.</p>	<ul style="list-style-type: none"> - Use maps to compare the different areas of the UK/ North America/ climate zones. - Discuss how people are influenced by both physical and human geography on a local, national and global scale. 	<ul style="list-style-type: none"> - Analyse the positive and negative impact of a human change on both a local and global scale. - Explain the physical features of the different climate zones using scientific terminology. 	<ul style="list-style-type: none"> -Begin to use latitude and longitude to describe location. - Compare aerial photos and maps over time. - Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies. 	Climate Zones Weather Tropical Arid Mediterranean Temperate Polar Tundra Latitude Longitude Biome Climate Change Global Warming

Year 5: Rainforests	Links to Prior Learning				
	<p>Building on their study of climate zones and biomes, pupils now focus on tropical rainforests, particularly the Amazon. This unit deepens their understanding of physical geography and introduces the concept of ecosystems and biodiversity. Pupils explore how the rainforest supports life and how human activity, such as deforestation and agriculture, impacts the environment. This supports the National Curriculum's focus on vegetation belts, land use, and sustainability. Pupils also revisit and extend their map skills by locating the Amazon Basin and comparing it with other global regions. They begin to understand the interdependence between people and the environment and are introduced to the concept of sustainability in greater depth. This unit prepares pupils for future learning about global trade, energy, and environmental responsibility in Year 6. It also encourages critical thinking about the consequences of human actions and the importance of conservation, linking to broader themes in science and citizenship.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know the characteristics of global biomes (e.g. rainforest, tundra, savanna, desert) and climate zones. -To know how the Amazon rainforest affects the global climate (e.g. carbon sink, water cycle). -To know how people live and work in the Amazon region and how indigenous communities interact with their environment. -To know how trade, agriculture, and industry affect tropical rainforest environments. -To know different strategies being used to manage and protect the rainforest sustainably. 	<ul style="list-style-type: none"> -Locate global biomes and climate zones using world maps and atlases. -Describe the location and significance of the Amazon Basin within South America and the wider world. -Compare the Amazon region with a contrasting UK region, identifying similarities and differences in land use, climate, and settlement. -Explain the influence of location and climate on lifestyle, vegetation, and economy. 	<ul style="list-style-type: none"> -Explain how natural resources in the rainforest are used and managed (e.g. timber, agriculture, mining). -Understand the concept of sustainability and how it applies to rainforest management. -Recognise how climate, vegetation, and human activity are interconnected in tropical environments. -Describe the causes and consequences of environmental changes such as deforestation or dam building. 	<ul style="list-style-type: none"> -Use digital maps and GIS (Geographic Information Systems) to explore land use and environmental change in the Amazon. -Interpret climate graphs and deforestation data to draw conclusions about environmental impact. -Develop fieldwork skills by investigating a local environmental issue and comparing it to a global one (e.g. tree coverage, biodiversity loss). -Create and present data using graphs, annotated maps, and structured reports. -Use six-figure grid references and contour lines to interpret topographical maps. 	<ul style="list-style-type: none"> Biome Climate zone Deforestation Sustainability Indigenous people Biodiversity Ecosystem Canopy Environmental impact Trade links Renewable / non-renewable resources GIS (Geographic Information System)

Year 5: South America	Links to Prior Learning				
	This unit builds on pupils' previous work on continents, climate zones, and rainforests by focusing on the geography of South America, particularly the Amazon Basin. Pupils explore the physical and human features of the region, including rivers, mountains, and settlements. They compare the Amazon with a UK region, developing their understanding of geographical similarities and differences, as required by the National Curriculum. Pupils also revisit key concepts such as trade, sustainability, and environmental impact, which were introduced in earlier units. They use maps, atlases, and digital tools to locate countries, capital cities, and major physical features, strengthening their geographical skills. This unit prepares pupils for more advanced studies of global systems, energy, and sustainability in Year 6. It also encourages pupils to think critically about how geography influences culture, economy, and lifestyle, and how human activity can both support and threaten natural environments.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
Year 5: South America	<ul style="list-style-type: none"> -To know the location of South America and identify countries and major capital cities using maps and atlases. -To know the key physical and human features of the Amazon Basin. -To know that the River Amazon is one of the longest rivers in the world and describe its characteristics and importance. -To know why the Amazon rainforest is under threat and the impact of human activities on this biome. -To know how the Amazon influences global systems, such as climate and biodiversity. 	<ul style="list-style-type: none"> -Locate the continent of South America, its countries and capital cities. -Identify key rivers and mountain ranges in South America (e.g. Andes, Amazon River). -Use maps and atlases to describe the location and features of the Amazon Basin. -Compare the Amazon Basin with a region in the UK using geographical vocabulary. 	<ul style="list-style-type: none"> -Describe how physical features (rivers, rainforests, climate) affect human activity and settlement. -Explain the formation and importance of rivers and rainforests. -Describe how human actions (e.g. logging, farming, mining) impact the physical environment. -Understand the concept of sustainability and how humans can influence their environment positively and negatively. 	<ul style="list-style-type: none"> -Use 6-figure grid references, compass directions, and map symbols to describe locations. -Interpret physical and human features using aerial photos, digital maps, and atlases. -Conduct fieldwork to observe and record features of the local environment, comparing them with features of the Amazon. -Present data and findings using charts, annotated diagrams, and written conclusions. -Explain how collected or researched data supports an enquiry question (e.g. "How is the Amazon similar to and different from our local area?"). 	Agriculture Biome Ecosystem Food chain Humidity Deforestation River basin Volume Biodiversity Equatorial Western Hemisphere
	Deeper Learning Task: Share knowledge of the Amazon Basin and compare it with a UK region (e.g. Lake District or Yorkshire Dales), identifying similarities and differences in climate, land use, and human activity.				

Year 6: Whitby: Local Study	Links to Prior Learning				
	<p>This unit builds on pupils' previous local studies in Year 1 (Lightcliffe), Year 2 (UK and Tanzania), and Year 4 (Lightcliffe vs. York). Pupils now apply their knowledge of human and physical geography to a detailed study of Whitby, a coastal town in North Yorkshire. They revisit key concepts such as land use, settlement, tourism, and transport, and explore how these are influenced by physical features like rivers, cliffs, and the sea. This supports the National Curriculum aim to understand the characteristics of UK regions and how geography shapes human activity. Pupils use advanced mapping skills, including six-figure grid references and fieldwork techniques, to investigate Whitby's geography. They also compare Whitby with their own locality, developing their ability to analyse similarities and differences. This unit prepares pupils for more complex geographical enquiries and supports cross-curricular links with history, particularly in understanding how geography influences economic and cultural development over time.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<p>To know where Whitby's position is within the UK using atlases, maps, and digital tools.</p> <p>-To know the key physical features (e.g., River Esk, North Sea, headlands, bays).</p> <p>-To know about the human features such as harbours, roads, buildings, and tourist attractions.</p> <p>-To know how Whitby compares with pupils' own locality or another studied location.</p> <p>-To know how this location has influenced human activity, settlement, and land use.</p>	<p>-Identify Whitby's position within the UK using atlases, maps, and digital tools.</p> <p>-Recognise key physical features (e.g., River Esk, North Sea, headlands, bays).</p> <p>-Identify human features such as harbours, roads, buildings, and tourist attractions.</p> <p>-Compare Whitby with pupils' own locality or another studied location.</p> <p>-Explore how location has influenced human activity, settlement, and land use.</p>	<p>-Understand how physical features such as cliffs, beaches, rivers, and bays influence human settlement and activity.</p> <p>-Identify human features including the harbour, town centre, transport links, and land use zones (e.g., tourism, residential).</p> <p>-Explore the historical development of Whitby through its fishing and shipping industries.</p> <p>-Discuss how urban planning and environmental factors affect the sustainability of Whitby.</p> <p>-Evaluate the environmental impact of tourism and local industries.</p>	<p>-Use six-figure grid references and compass directions to locate and describe features.</p> <p>-Create annotated sketch maps of Whitby, using appropriate symbols and keys.</p> <p>-Conduct surveys (e.g., land use, traffic, tourism impact) and record observations.</p> <p>-Use field sketches, digital photography, and notes to document findings.</p> <p>-Analyse data to identify patterns, make comparisons, and draw conclusions.</p> <p>-Use digital tools like Google Earth or GIS to compare aerial views of Whitby over time.</p>	<p>Whitby</p> <p>Coastal erosion</p> <p>Harbour</p> <p>Port</p> <p>Cliff</p> <p>Bay</p> <p>Tourism</p> <p>Land use</p> <p>Fishing industry</p> <p>Grid Reference</p> <p>Field Sketch</p>

Year 6: Water: where is all the water?	Links to Prior Learning				
	<p>This unit builds on pupils' prior learning about rivers (Year 4), climate zones (Year 5), and the Amazon Basin (Year 5). Pupils now explore the global distribution of water, the water cycle, and how water is used and managed. This supports the National Curriculum's focus on rivers, the water cycle, and the distribution of natural resources. Pupils revisit key physical geography concepts such as evaporation, precipitation, and river features, and apply them to real-world contexts including water treatment, flooding, and water scarcity. They also explore how human activity affects water systems and compare water availability in different countries. This unit strengthens pupils' geographical enquiry skills through fieldwork, data collection, and map analysis. It prepares them for future learning about sustainability and environmental responsibility. Pupils are encouraged to think critically about global inequalities and the importance of water conservation, linking geography with science, citizenship, and global awareness.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know that most of the Earth's water is salt water found in oceans, and only a small percentage is freshwater available for human use. -To know the stages of the water cycle: evaporation, condensation, precipitation, and collection. -To know the key features of a river, including source, mouth, tributary, meander, and floodplain. -To know how clean water is collected, treated, and transported to homes in the UK, and how wastewater is managed. -To know that water availability and usage vary around the world, and that some countries face water scarcity due to climate and human factors. 	<ul style="list-style-type: none"> -To locate the main bodies of water in the world (oceans and seas) including major rivers -To understand how clean water is transported to our homes and used water away from our homes -Make comparisons between water availability and use in the UK and other countries 	<ul style="list-style-type: none"> -Explain the water cycle and features of a river -Understand the water cycle and how it moves water through evaporation, condensation, precipitation, and collection. -Identify and describe key features of rivers, such as source, mouth, tributary, meander, and floodplain. -Explore how human activities like dam building, pollution, and deforestation affect water systems and river health. -Investigate how water is used by people for drinking, farming, industry, and recreation, and how this varies globally. -Recognise the causes and effects of flooding and drought, and how both natural and human factors contribute. 	<ul style="list-style-type: none"> -To identify where and why local rivers and their tributaries cause flooding in local areas. -Use maps, atlases, and digital tools to locate major rivers, seas, and oceans around the world. Conduct fieldwork to observe and record features of a local river or stream, including flow, width, and nearby land use. -Use compass directions, grid references, and symbols to describe the location of water features on a map. -Collect and present data on local water use or rainfall using charts, graphs, or tables. Investigate and explain local flooding risks by analysing maps, photographs, and field observations. 	Evaporation Condensation Precipitation Tributary Estuary Reservoir Aquifer Water treatment Floodplain Sustainability

Year 6: Energy and Sustainability	Links to Prior Learning				
	<p>This unit consolidates pupils' understanding of natural resources, environmental change, and human impact on the planet, building on prior learning from Year 5 (Rainforests and South America) and Year 6 (Water). Pupils explore how energy is produced, the difference between renewable and non-renewable sources, and the environmental consequences of energy use. This supports the National Curriculum's aim to describe and understand key aspects of human geography, including economic activity and sustainability. Pupils revisit and extend their knowledge of ecosystems, climate change, and global trade, and begin to analyse how human and physical processes interact. They use maps, graphs, and digital tools to investigate environmental issues and evaluate solutions. This unit encourages critical thinking about the future of the planet and the role individuals and communities play in protecting it. It also prepares pupils for transition to secondary geography by developing their ability to interpret data, form arguments, and propose sustainable actions.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Location/Place knowledge	Human/Physical geography	Geographical skills and fieldwork	
	<ul style="list-style-type: none"> -To know what natural resources are. -To know where these natural resources can be found globally -To that rainforests are a natural resource and why they should be conserved -To know why the rainforests must be conserved and how felling these for energy damages the planet. -To know what clean energy and renewable energy is -To know how human and physical geographical processes interact to influence and change environments and the climate. <p>Deeper Learning: What are the effects of using non-reusable forms of energy? How does this affect our planet?</p>	<ul style="list-style-type: none"> -Understand how human behaviour in terms of energy production can impact the physical geography of the world, particularly the rainforests, oceans and landfill -Investigate what is being done by different people to remedy this throughout the world and how human behaviour has changed over time. 	<ul style="list-style-type: none"> -Describe and understand the key changes to different environments across the world through energy production. -Analyse how natural resources are diminishing and what this means for us. -Make links with Human and Physical Geography to trade, businesses and the global economy -Investigate why we still use materials harmful to the environment. - Analyse the positive and negative impact of a human change on both a local and global scale. 	<ul style="list-style-type: none"> - Compare aerial photos and maps over time. - Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies. 	Energy Sustainability Ecosystem Climate Change Environment Global Warming Carbon Footprint Carbon Neutral Pollution Emissions Deforestation Fossil Fuels Natural Resources Renewable Energy

