Subject Overview - Geography

**“Unlocking potential, inspiring success, celebrating diversity”.**

**Intent**

At Elmridge Primary School, our geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings.

Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our curriculum encourages:

* A strong focus on developing both geographical skills and knowledge.
* Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
* The development of fieldwork skills across each year group.
* A deep interest and knowledge of pupils’ locality and how it differs from other areas of the world.
* A growing understanding of geographical concepts, terms and vocabulary.

Our curriculum is support by Kapow and fulfils the statutory requirements for Geography outlined in The National Curriculum (2014). The national curriculum organises the attainment targets for Geography under **Locational knowledge**, **Place knowledge**, **Human and physical geography** and **Geographical skills and fieldwork** and so we have planned our Geography curriculum with these strands running through each and every unit.

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|  **Our Curriculum Threads** |
| https://elmridge.bright-futures.co.uk/wp-content/uploads/2022/11/International-Learners.png**International Learners*** Diversity & Mutual Respect
* Sustainability and Ecology
* Community and collaboration
 | https://elmridge.bright-futures.co.uk/wp-content/uploads/2022/11/Aspirational-Leaders.png **Aspirational Leaders*** Responsibility and respect
* Creativity, innovation and curiosity
* Confidence and resilience
 | https://elmridge.bright-futures.co.uk/wp-content/uploads/2022/11/Literacy-Champions.png**Literacy Champions** * Love of reading and language
* Confident, articulate speakers
* Creative and adaptive authors
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**Geography Unit Overview**

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| **Year Group** | **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| EYFS | In the EYFS Geography comes under the aspects known as The Natural World and People, Culture and Communities within the Area of learning known as Understanding the World.**ELG:** People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
| Year 1 | **What is it like here?** (Skills & fieldwork) | **What is the weather like in the UK?**(Locational Knowledge) | **What is it like to live in Shanghai?**(Place Knowledge) |
| Year 2 | **Would you prefer to live in a hot or cold place?**(Human & Physical) | **Why is our world wonderful?**(Locational Knowledge) | **What is it like to live by the coast?**(Skills & fieldwork) |
| Year 3 | **Why do people live near volcanos?** (Human & Physical) | **Who lives in Antarctica?**(Skills & fieldwork) | **Are all settlements the same?** (Place Knowledge) |
| Year 4 | **Why are rainforests important to us?**(Human & Physical) | **Where does our food come from?**(Locational Knowledge) | **What are rivers and how are they used?**(Skills & fieldwork) |
| Year 5 | **What is life like in the Alps?**(Place Knowledge) | **Why do oceans matter?**(Human & Physical) | **Would you like to live in the desert?**(Locational Knowledge) |
| Year 6 | **Why does population change?**(Human & Physical) | **Where does our energy come from?**(Locational Knowledge) | **Can I carry out an independent fieldwork enquiry?**(Skills & fieldwork) |

**Topic Overviews**

Children in the Early Years learn about Geography as an integral part of their daily lives throughout Nursery and Reception. They learn about being part of a group/community e.g. nursery, school, the area of Hale Barns. They know where to find resources in class, areas of the school e.g. office, kitchen, other classrooms, the outdoor area. They have access to continuous provision areas - small world, construction, exploration, sand and water, which are regularly enhanced with resources to support development of geographical skills, knowledge and understanding. A variety of resources are used including stories, maps, globes, IT. Children are encouraged to share their own and family experiences of places far and near. This provides opportunities to look at how places and environments are similar or differ from one another. Children take part in class trips to places of interest. They welcome visitors to school from the local community to enhance learning e.g. ‘people who help us’

**Nursery**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **All about me**A family portrait of two people  Description automatically generated | **Sparkle & Shine**A group of people dancing  Description automatically generated | A group of people in uniform and helicopter and chalkboard  Description automatically generated**People Who Help Us** | **Minibeasts**A group of cartoon insects  Description automatically generated | A cartoon of a plane and train  Description automatically generated**Transport and Travel** | **Under the Sea**A cartoon of sea animals  Description automatically generated |
| **Natural World**  | \*Experience seasonal weather and introduce the term Autumn**.**  |  \*Experience seasonal weather and introduce the term Winter**.** \*Notice water in the environment – puddles, dew, frost, snow and ice.  |  | \* Seasonal weather - Winter into spring, notice differences and changes. | \* Begin to understand the need to respect and care for the natural environment and all living things.  | \*Children to notice how spring changes into Summer and name a variety of different weather and seasons  |
| **People, Communities & Culture** | \* To identify familiar buildings, including: shops, school, house, place of worship. |  | \*To learn about and meet people that help us in our community through first hand experiences, asking questions, stories and pictures. \*Showing interest in different occupations. |  | \* I know the vocabulary: road, path, pavement, crossing, traffic lights.\*Children to ask questions and draw on their own first hand experiences to talk about common transport. (Including cars, buses, trains, planes, boats.)\* I understand how and why journeys are taken using transport, forexample, going to the shops, going on holiday, visiting someone | \* I know that there are different countries in the world and can talk about some differences they have experienced or seen in photos |

**Reception**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **Families**A group of cartoon people  Description automatically generated | A group of children in different outfits  Description automatically generated**Celebrations Around the World** | **Homes** A group of houses on a white background  Description automatically generated | **Growing** A group of chickens and chicks  Description automatically generated | **Animals** A group of animals around the earth  Description automatically generated | **Our World**A group of planets in space  Description automatically generated |
| **Natural World**  | \* To recall common weather patterns and notice patterns/clusters in weekly weather. \* To talk about how Summer changes into Autumn.  | \*Through stories and first hand experiences notice the effect of changing seasons on the natural world around me (frosty grass, bare trees) | \*Record daily weather patterns and notice daily changes  | \* To talk about how Winter changes into Spring.  | \*Explore the natural world around them, making observations and drawing pictures of animals and plants  | \* To talk about how people mess up the world and what they do to look after it. |
| **People, Communities & Culture** | \* To describe the environment where I live.\*To draw information from a simple map \* I know that some environments are different to where I live \* To talk about my journey to and from school and discuss what they see en-route.  |  | \* To draw pictures of my house, school and other places in my local environment. \*To discuss and explain journeys they take in small world play, children to use carpet maps to role play different journeys |  |   |  |

**Year 1**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **What is it like here?** ***On completion of the unit pupils will know…**** I live in Hale Barns, in Greater Manchester, England (L1)
* An aerial photograph is a photograph taken from the air above. (L1 & 2)
* The features on our school grounds are a playground, a field, a trim trail, tyres, nature area, car park and the running track (L3)
* A map is a picture of a place, usually drawn from above. (L3 & 6)
* Symbols are often used on maps to represent features. (L4)
* A survey is a list of questions to gather information (L5)

  | **What is the weather like in the UK?** ***On completion of the unit pupils will know…**** UK belongs to a larger group of countries in a continent called Europe. It is made up of four countries, England, Scotland, Wales & Northen Ireland. (L1)
* In the UK we have four seasons (spring, summer, autumn and winter) a year, each lasting approximately three months. Seasons can be identified by looking at plants and weather. (L2 & 6)
* The four compass directions are north, east, south and west. (L3)
* You can observe and measure weather using a thermometer, rain gauge or a weather vane. (L4)
* In autumn the weather can be rainy, windy and cold. In winter it’s usually wet, snowy and frosty. In spring, the weather can be sunny, rainy, dry or windy. It is usually sunnier in the summer. (L5)
 | **What is it like to live in Shanghai and how is it different to where I live?*****On completion of the unit pupils will know…**** Physical features – anything that occurs naturally on Earth, for example, a river, hill, forest or beach. (L1)
* Human features – large things that have been built by people, for example, a city, town, shop, house or road. (L1)
* Sketch maps are simple drawings of the landscape. (L2)
* China is a country in Asia. It is much bigger than the UK. (L3)
* Physical features you can see in China are mountains, river, desert and a beach. Human features you can see in China are city, towns, villages, shops, farms and the Great Wall of China. (L4)
* Physical features you can see in UK are mountains, river and beaches. Human features you can see in the UK are cities, towns, villages, shops, farms, and Hadrian’s Wall. (L4)
* Shanghai is a city in China. It has tall buildings, skyscrapers, a river, roads, paths, traffic, boats and many people. (L5 & L6)
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| **Lesson Sequence**  | **L1 –** Where in the world are we?**L2 –** What can we see in our classroom?**L3 –** What can we find in our school grounds?**L4 –** What does a map of our playground look like?**L5 –** What do we like and dislike about our playground?**L6 –** How can we make our playground even better? | **L1 –** Where is the UK?**L2 –** What season are we in now and how do we know?**L3 –** What are the compass directions?**L4 –** What is the weather like today?**L5 –** Is the weather the same everywhere in the UK?**L6 –** How do people prepare for the weather?  | **L1 –** What human and physical features can we see in our local area?**L2 –** Can we draw a sketch map of our local area?**L3 –** Where in the world is China?**L4 –** What human and physical features can you see in China and how are they different form the UK?**L5 –** What is Shanghai like?**L6 –** How is Shanghai different from our local area?  |
| **Fieldwork**  | Using and creating maps of the school grounds.  | Fieldwork around the school grounds observing and measuring the weather.  | Walk around the local area and identify human and physical features.  |
| **Prior Learning Links**  | In EYFS, the children learnt how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They also learnt how to draw information from a simple map. | In EYFS, the children learnt to understand the effect of changing seasons on the natural world around them. | Last term, children learnt about the weather in the UK. They identified the four seasons, they country they live in, the four compass points and observed daily weather patterns.  |
| **Key Vocabulary**  | * Location
* aerial view
* features
* city
* country
* symbol
* key
* map
* town
* village
 | * Map
* Climate
* Atlas
* Locate
* Season
* Weather
* Compass
* Direction
* Rain gauge
* Thermometer
 | * Human feature
* Physical feature
* Ariel photograph
* Map
* Symbol
* Key
* Atlas
* Continent
* Country
* City
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**Year 2**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **Would you prefer to live in a hot or cold place?** ***On completion of the unit pupils will know…**** The seven continents are North America, South America, Asia, Antarctica, Africa, Europe and Australia. (L1 & 6)
* The North Pole is located in the middle of the Arctic Ocean and the South Pole is located in Antarctica, one of the seven continents (L2)
* The Equator is an imaginary line around the middle of the Earth. (L3)
* Kenya is a country in Africa and is a hot place because it is located on the equator. (L4)
* Climate is the long-term pattern of weather in a given area. Weather is short-term conditions in a particular place. (L5)
* Countries in the North and South pole will have a cold climate, countries near the equator will have a hot climate. (L6)
 | **Why is our world wonderful?** ***On completion of the unit pupils will know…**** A human feature is something that has been built by a human. A physical feature is something that is on earth naturally. (L1 & 4)
* Some natural features of our world are plants, land, ocean, mountains, volcanoes, forest, trees, flowers, insects, birds, waterfalls or jungle. (L2)
* There are five oceans in the world -Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean. (L3)
* A habitat is the natural home of a plant or animal. (L5)
* It is important to look after natural habitats so animals and plants can survive as habitats provide water, air, food, shelter or space and sunlight. (L6)
 | **What is it like to live by the coast?*****On completion of the unit pupils will know…**** The UK is an island – an area of land surrounded by sea. The seas and oceans of the UK are Atlantic Ocean, North Sea, English Channel and the Irish Sea. (L1)
* The coast is a piece of land along the sea or ocean. This land could be made of rock, sand, mud or gravel. (L2)
* The physical features of the Jurassic coast are: an island, beaches, bays, cliffs, an arch, stacks, rocks and the coastline. (L3)
* The human features can you see in Weymouth are a train station, car park, museum, hotels, aquarium, shops, harbour, pier, roads and gardens. (L4)
* Coastal location make an attractive holiday destination; they offers many visitor attractions, e.g. museums, shops and an aquarium; it provides a range of outdoor activities, e.g. walking and water sports. (L5 & L6)
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| **Lesson Sequence**  | **L1 –** Where are the continents?**L2 –** Where are the coldest places on Earth?**L3 –** Where is the Equator?**L4 –** Where is Kenya and how is it different from the UK?**L5 –** What is the difference between climate and weather?**L6 –** Where can you locate countries with hot and cold climates? | **L1 –** Where can we find some of the UK’s amazing human and physical features?**L2 –** Which continents can we find some of the world’s most amazing human and physical features? **L3 –** Where are our oceans?**L4 –** What human and physical are in our local area?**L5 –** Why are natural habitats special?**L6 –** How can we look after natural habitats? | **L1 –** Where are the seas and oceans surrounding the UK?**L2 –** What is the coast? **L3 –** What are the features of the Jurassic Coast?**L4 –** How do people use Weymouth? **L5 –** How do people use our local coast? Data collection **L6 –** How do people use our local coast? Findings  |
| **Fieldwork**  | Measure and record local weather conditions  | Collecting data on the natural habitats in our school grounds. | Trip to Blackpool, collect data on how people use the area.  |
| **Prior Learning Links**  | In Year 1, children learnt in the unit they lived in the UK, the four different seasons, daily weather patterns and what the weather is like for each season.  | Last term in Year 2, children looked at the unit on hot and cold places. They located the seven continents, identify similarities and differences between the UK and Kenya and recognised features of hot and cold places.  | Last term in Year 2, children learnt about why our world is wonderful. They identified human and physical features, located the five oceans, located characteristics of the UK and used ariel photographs to create sketch maps.  |
| **Key Vocabulary**  | * Continent
* Equator
* Savannah
* Climate
* North Pole
* South Pole
* Arid
* Atlas
* Human feature
* Physical feature
 | * Landmarks
* Human feature
* Physical feature
* Habitat
* Location
* Continent
* Land
* Ocean
* Directions
* Vegetation
 | * Island
* Country
* Sea
* Ocean
* Coast
* Coastline
* Cliff
* Sand Dunes
* Bay
* Pier
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**Year 3**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **Why do people live near volcanoes?** ***On completion of the unit pupils will know…**** The structure of the earth is divided into four major components: the crust, the mantle, the outer core, and the inner core. (L1)
* Many of earth's mountain ranges are located along plate boundaries. The three types of mountain formation are: Fold mountain, Fault-block mountain, Volcanic mountain. (L2)
* A volcano is an opening in the Earth's **crust, and** are caused by pieces of the Earth's crust, called **tectonic plates**, moving towards each other. (L3)
* There are positive consequences for living near a volcano. They are rich, fertile soil, tourism and mining precious stones (L4)
* The are negative consequences for living near a volcano. They are people killed, homes destroyed, and tsunamis and earthquakes (L4)
* An earthquake is the shaking of the ground caused by moving tectonic plates. (L5)
* Some rocks are natural and some are man-made. (L6)
 | **Who lives in Antarctica?** ***On completion of the unit pupils will know…**** There are five main lines of latitude: the Equator, the tropics of Capricorn and cancer, and the artic and Antarctic circles. (L1)
* Antarctica has a polar climate with very dry, cold weather year-round. There is no vegetation and little wildlife. (L2)
* Nobody lives in Antarctica. People stay for up to a few months in research bases. (L3)
* Four-figure grid references are used to locate a particular grid square on a map. (L4)
* Ernest Shakleton was an explorer and sailor. He made three expeditions to Antarctica. (L4)
* The eight points of the compass are: north, north-east, east, south-east, south, south-west, west and north-west. (L5 & 6)
 | **Are all settlements the same?*****On completion of the unit pupils will know…**** When lots of people live together in one place, this is called a settlement and that there are different types of settlements such as, a village, a town and a city. (L1)
* The humans features in our local area are roads, houses, shops, the village square, sports clubs, car park, churches. (L2 & L3)
* The physical features in our local area are parks, the River Bollin, Rosshill woodland. (L2 & L3)
* Hale Barns was an agricultural village, but since then evolved into a commuter settlement. (L4)
* New Delhi is the capital of India. The land is used for offices and business, transport links, tourist attractions, housing, leisure and shopping facilities, places of worship and for green spaces. (L5)
* Some humans features of New Delhi are roads; shops; offices; housing; apartment blocks Railway and Metro; historical monuments and temples. (L6).

Some physical features of New Delhi are The Yamuna River; parks and other green spaces. (L6) |
| **Lesson Sequence**  | **L1 –** How is the earth constructed?**L2 –** Where are mountains found? **L3 –** Why and where do we get volcanoes?**L4 –** What are the effects of a volcanic eruption?**L5 –** What are earthquakes and where do we get them?**L6 –** Where have the rocks around school come from? | **L1 –** What is climate?**L2 –** Where is Antarctica?**L3 –** Who lives in Antarctica?**L4 –** Who was Shackleton?**L5 –** Can we plan an expedition around school?**L6 –** How did our expedition go? | **L1 –** What is a settlement?**L2 –** How is land used in my local area?**L3 –** Can I explain the location of features in my local area? **L4 –** How has my local area changed over time?**L5 –** How is land used in New Delhi?**L6 –** How does land use in New Delhi compare with my local area?  |
| **Fieldwork**  | To observe and record the location of rocks around the school grounds and discuss findings. | Follow instructions involving compass points and maps around the school grounds.  | Use OS maps and cameras to identify human and physical features in the local area. |
| **Prior Learning Links**  | In Year 2, pupils learnt how to identify human and physical features, named and locates the five oceans on a world map and could identify and locate characteristic of the UK.  | In Year 2, children looked at the unit on hot and cold places. They located the seven continents, identify similarities and differences between the UK and Kenya and recognised features of hot and cold places.  | In Year 2, children learnt about what it is like to live by the coast. They learnt what is a coast, physical and human features of coasts, described how people used the coast and visited a coastal town.  |
| **Key Vocabulary**  | * Active volcano
* Dormant volcano
* Crust
* Inner core
* Outer core
* Mantle
* Tectonic plates
* Tsunami
* Magma
* Earthquake
 | * Lines of latitude
* Lines of longitude
* Hemisphere
* Climate
* Climate zones
* Four-figure grid reference
* Explorers
* Compass
* Direction
* Route
 | * Settlement
* Land use
* Urban
* Rural
* Capital city
* Place of worship
* Transport
* Local
* Compare
* Land use
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**Year 4**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **Why are rainforests important to us?** ***On completion of the unit pupils will know…**** Tropical rainforests are found near the equator, between the Tropic of Cancer and the Tropic of Capricorn (L1)
* There are four layers of rainforest vegetation: the emergent layer, canopy, understorey and forest floor. (L2)
* Indigenous Peoples are distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live (L3)
* Deforestation is endangering rainforests worldwide, driven by logging, mining, agriculture, and ranching. About 17% of the Amazon Rainforest has been destroyed over the past 50 years, and losses recently have increased.  (L4)
* Rosshill is our local woodland. It is used for dog walks, nature watching and walking (L5 & 6)
 | **Where does our food come from?** ***On completion of the unit pupils will know…**** Our food choices impact the environment by impacting on the land needed to grow food; the energy needed to raise animals that releases gasses into the atmosphere; and the way food travels to us will cause pollution. (L1)
* ‘Trading responsibly’ means everyone involved in the process of trade, particularly the farmers and growers of produce, are: treated equally, work in safe conditions and receive at least a minimum price for their products. (L2)
* A cocoa bean is A type of bean which is a key ingredient in chocolate, chocolate products and some drinks. (L3)
* Our climate does not always support the growth of all types of food throughout the year and the UK has relationships with other countries and communities to import these foods. (L4)
* By purchasing locally grown foods you help maintain farmland in your community. When farmers can profit from food production, they are less likely to sell land for development. You also reduce the environmental impact of shipping food using limited energy resources. (L5 & L6)
* The positives about buying imported food include helping support communities in developing countries; a wider variety of food available; creating new and improved relationships with other countries. (L5 & 6)
 | **What are rivers and how are they used?*****On completion of the unit pupils will know…**** Water moves around the water cycle by evaporating into the air; condensing into clouds; falling as precipitation; absorbing into the ground and moving to the sea via rivers. (L1)
* Water collects and starts to flow down as a stream. Several of these small streams join together to form a river. (L2)
* The world's two longest rivers: the Nile, which is in north-east Africa, and the Amazon, which is in the northern half of South America. (L3)
* We use rivers for drinking and washing; for swimming and other water-based activities; fish for food; to live on; renewable energy and for transport. (L4)
* Our local river, the River Bollin, is a major [tributary](https://kids.kiddle.co/Tributary) of the [River Mersey](https://kids.kiddle.co/River_Mersey) in the north-west of [England](https://kids.kiddle.co/England). (L5)

Rivers start at the **source**. The source of a river is often found in boggy land or at a spring. Rivers flow downhill toward their **mouth**. The mouth of the river is where the river enters a lake or ocean. Rivers have many small streams (**tributaries**) which join together to form a **main channel**. (L6) |
| **Lesson Sequence**  | **L1 –** Where in the world are tropical rainforests?**L2 –** What is the amazon rainforest like?**L3 –** Who lives in the rainforest?**L4 –** How are rainforests changing?**L5 –** How is our local woodland used? Data collection**L6 –** How is our local woodland used? Findings | **L1 –** How can our food choices impact the environment?**L2 –** What does it mean to trade responsibly?**L3 –** How do we get out chocolate?**L4 –** Where does our food come from?**L5 –** Are our school dinners locally sourced?**L6 –** Is it better to buy local or imported food?  | **L1 –** What is the water cycle?**L2 –** How is a river formed?**L3 –** Where can we find rivers? **L4 –** How are rivers used? **L5 –** What can we find out about our local river? **L6 –** What features does our local river have?  |
| **Fieldwork**  | Visit to local woodland (Rossmill) | Interview staff from Sodexo to find out where does the food for our school dinners come from?  | Visit to the River Bollin to identify its features.  |
| **Prior Learning Links**  | In Year 2, pupils learnt how to identify human and physical features, named and locates the five oceans on a world map and could identify and locate characteristic of the UK.  | In Year 3, children learnt about different settlements. They identified difference between villages, cities and town, looked at different land use and compare the local area to New Delhi.  | In Year 2, children learnt about what it is like to live by the coast. They learnt what is a coast, physical and human features of coasts, described how people used the coast and visited a coastal town. |
| **Key Vocabulary**  | * Biome
* OS map
* Vegetation belt
* Canopy layer
* Emergent Layer
* Understory layer
* Forest floor
* Indigenous people
* Greenhouse gases
* Deforestation
 | * Import
* Distribution
* Produce
* Consume
* Trade
* Product
* Source
* Transport
* Carbon footprint
* Local
 | * Water cycle
* Source
* Precipitation
* Meander
* Mouth
* Tributary
* Delta
* Estuary
* Flooding
* Irrigation
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**Year 5**

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **What is life like in the Alps?** ***On completion of the unit pupils will know…**** The Alps are a large mountain range in the middle of Europe. They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia. (L1)
* The physical features in the Alps are mountains, glaciers, lakes, rivers, deciduous trees and forest on the valley floor, coniferous forest higher up the mountains. (L2)
* Tourism is the main industry in the Alps. Around 30 million people visit the Alps each year, enjoying activities such as: skiing and snowboarding. walking. (L3)
* In Hale Barns, you can visit the River Bollin, different places of worship, restaurants and cafes, a park, shops, the tennis and cricket club. (L4)
* Innsbruck is a city in the Alps that's long been a destination for winter sports. (L5)
* The rising temperatures mean that glaciers in the Alps are melting which could result in landslides and flooding; some plant life is under threat of extinction; loose and falling rocks are endangering hikers and climbers. (L6)
 | **Why do Oceans matter?** ***On completion of the unit pupils will know…**** Our oceans are useful as they are homes to many creatures; provides food and jobs for humans; is used for fun activities; absorbs carbon dioxide and is a source of renewable energy through waves and tides. (L1)
* The Great Barrier Reef is a gigantic coral reef located off of Australia's North-Eastern coast. It is the world's largest natural wonder and can be seen from space. (L2)
* Human activity harms coral reefs and oceans, these include: coral bleaching, plastic pollution, overfishing and climate change. (L3)
* We can help keep our oceans and beaches healthy by avoiding buying single-use plastics; recycle any plastics where possible; re-use or re-purpose items; try to use natural fertilisers in gardens and walking or cycling if you can. (L4)
* Ocean plastics can harm marine life. Animals can become entangled in fishing nets and plastic rings. Plastic is also accidentally eaten by many species, including sea turtles, which may mistake plastic bags for jelly fish. Microplastics are particularly dangerous. (L5 & L6)
 | **Would you like you live in the desert?*****On completion of the unit pupils will know…**** A desert is a stretch of land with little to no rainfall and extremely sparse vegetation and wildlife. They can be both hot and cold deserts. (L1)
* In a hot desert you would find barren land; sand dunes; rock mountains; dry, cracked land; hot, dry weather; spiky, hardy plants, such as cacti; and wildlife, including snakes and desert mice. (L2)
* The physical features of a hot desert biome are sand dunes, mushrooms rocks, a mesa, natural arch and salt flat. (L3)
* People use the desert to protected nature reserves, for recreational purposes, farming or ranching, military purposes, mining, renewable energy, tourism and settlement. (L4)
* Threats and dangers in the desert consist of droughts, deforestation, new wind turbines and solar panel farms, mining, farming, flash floods and overgrazing. (L5)

The Mojave is about 25,000 square miles. It is called a 'high desert' because of its elevation (L6) |
| **Lesson Sequence**  | **L1 –** Where are the Alps?**L2 –** What is it like in the Alps?**L3 –** Why do people visit the Alps?**L4 –** What is there to do in our locate area?**L5 –** How are the Alps different from our local area?**L6 –** What is life like in the Alps? | **L1 –** How do we use our oceans?**L2 –** What is the Great Barrier Reef?**L3 –** Why are our oceans suffering?**L4 –** What can we do to help our oceans?**L5 –** How littered is our marine environment? Data Collection**L6 –** How littered is our marine environment? Findings | **L1 –** What is a hot desert biome?**L2 –** Where are deserts located?**L3 –** What physical features are found in a desert?**L4 –** How can people use deserts?**L5 –** What are the threats to deserts? **L6 –** Would you like to live in the desert?  |
| **Fieldwork**  | To a walk in the local urban area to research what there is to do in the local area | To visit Formby beach and carry out data collection on how much litter is in the marine environment.  | - |
| **Prior Learning Links**  | In Year 3, children learnt about the different layers of the earth, what a tectonic plate is and that mountains occur on plate boundaries, how volcanoes form and the positives and negatives of living near a volcano. | In Year 4, children learnt about rivers and how they are used. They learnt the course of a river, some major rivers in the location, how they are used and human and physical features around rivers. | In the autumn term, children learnt about what life was like in the Alps. They learnt where the Alps are located, the human and physical characteristics of the Alps, compared these characteristics to those of the local area and collected data about their local area. |
| **Key Vocabulary**  | * Hemisphere
* Fold mountain
* Tourism
* Leisure
* Glacier
* Sea level
* Longitude
* Latitude
* Mountain range
* Scale
 | * Current
* Habitat
* Coral reef
* Marine
* Erosion
* Ecology
* Overfishing
* Microplastics
* Plastic pollution
* Disposable
 | * Biome
* Climate
* Desert
* Arid
* Vegetation
* Sparse
* Barren
* Renewable energy
* Drought
* Desertification
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**Year 6**

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| --- | --- | --- | --- |
|  | **Autumn**  | **Spring**  | **Summer**  |
| **Sticky Knowledge** | **Why does population change?** ***On completion of the unit pupils will know…**** Population distribution means the pattern of where people live. World population distribution is uneven. Places which are sparsely populated contain few people. Places which are densely populated contain many people. (L1)
* Birth rate is the average number of babies born per 1000 people every year. Death rate is the average number of people dying per 1000 people every year. (L2)
* Migration is when people move from one place to another. Some people move in search of work or economic opportunity, to join family, or to study. Others move to escape conflict, persecution or large-scale human rights violations. (L3)
* Climate change impacts the population by rising temperatures causing forest fires, droughts that may damage crops and lead to food shortages, and glaciers melting leading to rising sea levels, contributing to flooding. All may destroy crops, lives, homes and habitats and lead to people having to flee their homes. (L4)
* The growth of the human population has impacted the planet and affected biodiversity. The need for food, space and raw materials has resulted in destruction of habitats and pollution. (L5 & 6)
 | **Where does our energy come from?** ***On completion of the unit pupils will know…**** Energy is used to light and heat buildings; to provide electricity to make appliances work and to power most modes of transport and machines. (L1)
* Renewable energy does not reduce in amount when used. Non-renewable energy cannot be replenished and will run out. (L2)
* Benefits of non-renewable resources are they are available at the moment; they have many stations already set up; they are reliable and not weather dependent and they are relatively cheap. Benefits of renewable resources are generally environmentally friendly; they will never run out and they are relatively cheap to run once they are set up. (L3 & L4)
* Primary energy sources take many forms, including nuclear energy, fossil energy -- like oil, coal and natural gas -- and renewable sources like wind, solar, geothermal and hydropower. (L5)
* Rooftop solar panels use a material, called silicon, to help transform some of the sun's light into electrical energy. (L6)
 | **Can I carry out an independent fieldwork enquiry?*****On completion of the unit pupils will know…**** A region is the largest scale area that a country is divided into. (L1)
* High Speed 2 (HS2) is a planned high-speed railway line and network of passenger train services in England. (L2)
* Six-figure grid references let you accurately describe a location within (inside) a grid square. (L3)
* The positive consequences of the HS2 will be it will create jobs, long term environmental impacts, improve transport times, and help the country’s economy (L4 & 5)
* The negative consequences of the HS2 are impact on wildlife, how much the project costs, how long it will take to build and demolishing people’s homes. (L4 & 5)
 |
| **Lesson Sequence**  | **L1 –** How is the global population changing?**L2 –** What are birth and death rates?**L3 –** Why do people migrate?**L4 –** How is climate change impacting the population?**L5 –** How is population impacting our environment? Data collection**L6 –** How is population impacting our environment? Findings  | **L1 –** Why is energy important?**L2 –** What is renewable energy?**L3 –** How does the United States generate energy?**L4 –** How does the United Kingdom generate energy?**L5 –** What is the best way to generate energy?**L6 –** Where is the best place for a solar panel on the school grounds?  | **L1 –** Developing an enquiry question**L2 –** Creating data collection method **L3 –** Mapping a route**L4 –** Collecting the data **L5 –** Analysing the data **L6 –** Presenting the data (\* the inquiry could be about parking issues around the school, or the development of the HS2 train line) |
| **Fieldwork**  | Children will visit the local urban area to collect data on litter and traffic.  | Children will collect and present data on where to position a solar panel on the school grounds. | Children will create their own line of enquiry and carry out data collection in the local area.  |
| **Prior Learning Links**  | In year 3, children learnt about settlements, describing differences between villages, towns and cities, human and physical features and changes to features in local area. | In year 4, children learnt about why rainforests are important. They identified where locate them and their features, who lives there, how are they changing and how humans are having a negative impact on them.  | In year 5, children learnt about why oceans matter. They learnt about the water cycle, how oceans are used for human activity, how humans impact the ocean and how we can improve the marine environment.  |
| **Key Vocabulary**  | * Population distribution
* Population density
* Birth rate
* Death rate
* Migration
* Impact
* Densely populated
* Sparsely populated
* Pollution
* Quantitative
 | * Energy source
* Renewable
* Non-renewable
* Coal
* Natural gas
* Wind power
* Solar power
* Crude oil
* Nuclear power
* Fossil fuels
 | * analyse
* data
* enquiry
* evidence
* impact
* issue
* plot
* presenting
* region
* route
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