

Spread Your Wings. Learn New Things. Fly As High As You Can.



National Curriculum Geography Programmes of Study and EYFS Framework		
Relevant Early Learning Goals		
Understanding the World (People, Culture and Communities)		
<ul style="list-style-type: none"> • 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 		
Understanding the World (The Natural World)		
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 		
By the end of Little Doves:	By the end of Nursery:	By the End of Reception:
I enjoy playing with small world reconstructions building on my first hand experiences. (Eg visits to the farm, train rides)	I know there are different countries in the world and can talk about the similarities and differences I have experienced or seen in photos.	<p>I understand how to draw information from a simple map.</p> <p>I recognise some similarities and differences between life in this country and other countries.</p> <p>I am able to explore the natural world around me.</p> <p>I know some similarities and differences between the natural world around them and contrasting environments.</p> <p>I recognise that some environments are different to the one I live in.</p>
Y1/2	Y3/4 and Y5/6	
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	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	

<p>geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • 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)
<p><u>Place Knowledge</u></p> <p>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</p>	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • 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
<p><u>Human and Physical Geography</u></p> <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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



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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

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

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Dovecotes Long Term Geography Planning							
EYFS	KS1		Y3/4		Y5/6		
EYFS teach through themes which are heavily led by the children's interests.	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	
	Santa Mapping How can we help Father Christmas map the North Pole?	The UK Which country would I most like to visit in the UK?	UK counties and the Bostin Black Country What are the counties and settlements of the UK like? How did the Black Country get its name?	North America (Case Study: The Caribbean) Where in North America would I most like to visit? What is special about the Caribbean Islands?	Europe. (Case Study: Iceland) How are places similar and different in Europe? Why is Iceland named the Land of Fire and Ice?		
	Under the Sea Where are our world's oceans and how can we protect what's in them?	The Continents How are places around the world different?	Volcanoes, Earthquakes and Tsunamis Why do natural disasters like volcanoes, earthquakes and tsunamis happen?	Africa: A continent of contrasts. (Case Study: Kenya) How is Africa a continent of contrasts? How is Kenya different to the UK?	South America Why is South America so important to the world?	Asia: Japan, China and India What is it really like to live in the most populated continent in the world? Why is Bangalore the fastest growing city in Asia?	
Mapping my local area What's in my locality?	Antarctica, Alaska and Cornwall How is Alaska different to Cornwall?	Globalisation What is globalisation and does it make the world a better place?	Riveting Rivers. (Case Study: The River Nile) How are rivers formed and why are they so important?	Marvellous Maps Why does time differ from one country to another? What would I like to investigate in my local area?	Migration (Case Study: Bangladesh and Poland) What are the reasons for migration?		

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Location Knowledge				
	EYFS	KS1	Y3/4	Y5/6
The Local Area	<ul style="list-style-type: none"> • Know the name of my school. • Know the city where I live. • Know basic relative positional language to describe my own immediate environment. 	<ul style="list-style-type: none"> • Understand where I live and where my school is in the local area, and use simple locational and directional language (e.g. near, far, up, down, left, right, forwards and backwards) • Name, locate and describe key landmarks in the local area, using simple locational/directional language and the four main compass directions. 	<ul style="list-style-type: none"> • Name and locate the central counties of the region of the West Midlands and its 7 major towns and cities: key landmarks (Dudley Castle; Coventry Cathedral; Prince Albert Square) and its identifying human characteristics (e.g canals) and physical characteristics (Cannock Chase, Ironbridge Gorge) including key topographical features such as hills (The Wrekin, Malvern Hills) and a local river (River Severn) employing the use of the eight points of a compass, four figure grid references, maps, symbols and keys. 	<ul style="list-style-type: none"> • Find latitude and longitude for my location. • Look at a street map and aerial image of the local area. • Locate the human and physical features. • Decide upon a question to investigate that will provide qualitative and quantitative data.
The UK	<ul style="list-style-type: none"> • Know that England is their home country. 	<ul style="list-style-type: none"> • Name and locate the 4 countries in the UK and their capital cities. 	<ul style="list-style-type: none"> • Name and locate the 4 countries of the UK, their capital cities, population sizes, 	<ul style="list-style-type: none"> • Locate the Prime Greenwich Meridian Line.

	<ul style="list-style-type: none"> • Know that London is the capital city of England. 	<ul style="list-style-type: none"> • Name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas using simple locational/directional language and the four main compass directions. 	<p>landmarks and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <ul style="list-style-type: none"> • Name and locate some of the main counties in the 4 countries of the United Kingdom. • Name and locate the surrounding seas and oceans of the UK. 	<ul style="list-style-type: none"> • Find the longitude and latitude co-ordinates for Birmingham and London. • Locate the North Sea, Celtic Sea and English Channel.
The World	<ul style="list-style-type: none"> • Understand the terms 'land' and 'sea'. 	<ul style="list-style-type: none"> • Understand the terms 'continent'. • Name and locate the world's seven continents and five oceans on a globe or atlas, using simple locational/directional language and the four main compass directions including understanding of the terms 'equator' and 'poles' relating to the Arctic and Antarctic. • Name and locate the country, continent and surrounding ocean of a place in the UK 	<ul style="list-style-type: none"> • Name and locate the continent of North America including its countries, 5 physical regions, some major cities/capitals/US states, surrounding oceans and landmarks, such as the Statue of Liberty. • Name and locate the continent of Africa including its countries, major cities/capitals, surrounding seas/oceans/islands, main biomes (desert, savannah/tropical grassland and tropical 	<ul style="list-style-type: none"> • Name and locate the continent of Europe including its countries, environmental regions (Western Uplands, North European plains, Central Uplands and Alpine Mountains), some major cities/capitals/ surrounding seas/ ocean, active volcanoes linked to tectonic plates in Iceland, rivers and mountain ranges and its position in the Northern Hemisphere in relation to the Equator and Arctic Circle.

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		<p>(Cornwall) and a contrasting non-European locality (Alaska), and use this to describe aspects of this locality, including use of simple locational/directional language, the four main compass directions.</p>	<p>rainforest) and vegetation belts.</p> <ul style="list-style-type: none"> Name and locate famous volcanoes and earthquake zones (in relation to tectonic plates lines), major rivers, settlements and regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. Name, locate and understand the significance of the Equator and different climate zones. 	<ul style="list-style-type: none"> Name and locate the country of Iceland as an island in Europe near the Arctic Circle in the North Atlantic Ocean along with the position of its capital city, Reykjavik, and its relationship to the North American and Eurasian tectonic plates. Name and locate the continent of South America in relation to the Northern and Southern Hemisphere, equator and Tropic of Capricorn, as well as locate its countries, major cities/capitals, surrounding seas, oceans, islands (Galapagos) main biomes (tropical rainforest, Atlantic Forest, and the Cerrado savannah), main river (Amazon) mountain range (Andes) and landmarks (Christ the Redeemer, Angel Falls) Name and locate the position of rainforests around the world,
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				<p>identifying the significance of their position between the two lines of the Tropic of Cancer and Capricorn and the equator.</p> <ul style="list-style-type: none">• Name and locate the continent of Asia (then focussing upon China, India and Japan) including its countries, environmental regions, some major cities/capitals/ surrounding oceans, major biomes, environmental regions, rivers, mountains ranges and its position in the Northern Hemisphere in relation to the Arctic Circle and Tropic of Cancer.• Name and locate Poland and Bangladesh (including the capital city of Dhaka) on a map.• Identify the position and significance of latitude, longitude, Equator, the Northern and Southern hemisphere, the Tropics of Cancer and
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				Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation.
Place Knowledge				
	EYFS	KS1	Y3/4	Y5/6
Comparisons	<ul style="list-style-type: none"> Explain some similarities and differences between their locality and life in this country with life in other countries and relevant places in the world (e.g. where their parents/families come from) drawing on knowledge from stories or non-fiction texts. Make simple comparisons between familiar environments (e.g. home, school, farm). 	<ul style="list-style-type: none"> Understand about key similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country (Alaska/ Cornwall) including the weather, lifestyles, human and physical geography. Describe countries outside of Europe on different continents and compare them with areas of the UK. 	<ul style="list-style-type: none"> Compare human and physical similarities and differences between the UK and a region of Africa (Kenya) with reference to its bustling cities and slum developments and a region within North America (Caribbean) with reference to both being islands with coasts, climate and seasons and how this affects the produce that is grown to trade and export. 	<ul style="list-style-type: none"> Compare and understand some of the reasons for key human and physical similarities and differences between the UK and a region of Europe (Iceland) including climate, environmental regions, key physical and human characteristics (e.g. geysers - hot springs - geothermal lagoons, coasts with black-sand beaches, glaciers, active volcanoes, seasons linked to daylight, the Northern Lights, population size, population density, life expectancy, trade and land use (geothermal energy/ geothermal power plants).

Physical Geography				
	EYFS	KS1	Y3/4	Y5/6
Weather and Climate	<ul style="list-style-type: none"> Record weather daily Begin to name the four seasons, describe the associated weather and understand the effect of changing seasons on the natural world around me. 	<ul style="list-style-type: none"> Identify and describe weather associated with the four seasons in the UK including understanding that weather forecasts are statements saying what the weather will be like with different symbols to describe the weather. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local weather. Understand that some places have seasons at opposite times of the year – Australia 	<ul style="list-style-type: none"> Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Equator. Understand how climate change is leading to more extreme and unpredictable weather around the world. Identify and study the different climatic regions and seasons of the UK, Africa and North America (including extreme Caribbean weather such as hurricanes/ tropical storms). 	<ul style="list-style-type: none"> Understand the different climate zones of the world (tropical, temperate, polar) including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions. Understand the climate zones of Europe as being mainly temperate with some northern areas having a polar climate. Understand the 4 different climate zones in South America as mainly tropical (in the rainforests), but also temperate, arid and cold. Understand the climate zones of Asia as being varied due to its size. (e.g far south and just below the Equator the climate is tropical, far north by the Arctic Circle is polar). Understand the basic process of global

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				<p>warming, its causes (deforestation), the implications and changes required.</p> <ul style="list-style-type: none"> • Understand how climate change is leading to more extreme and unpredictable weather around the world. • Understand how climate and vegetation are connected in the biomes of the tropical rainforest. • Explain some ways biomes (the rainforest) are valuable, why they are under threat and how they can be protected (e.g. reducing red meat intake).
<p>Other Physical Features and Processes</p>	<ul style="list-style-type: none"> • Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, such as: beach, forest, hill, mountain, sea, river, soil, weather. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features of the local area, the UK and a contrasting non-European locality, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, 	<ul style="list-style-type: none"> • Use geographical vocabulary to refer to key physical features of North America (mountain ranges etc) and the 5 physical regions (Great Plains, Mountainous West etc) and their biomes 	<ul style="list-style-type: none"> • Identify and describe coastal and mountain features of the Asia (Himalayas and Bangladesh). • Identify, describe and understand key physical features of the continent of Europe (e.g rivers, mountainous regions,

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		<p>vegetation, season and weather.</p> <ul style="list-style-type: none"> • Recognise and know key physical features of the different continents like desert, plains, mountain, rainforest, river. • Explain some ways biomes (the oceans) are valuable, why they are under threat and how they can be protected. 	<p>(desert, grassland, tundra etc)</p> <ul style="list-style-type: none"> • Use geographical vocabulary to refer to key physical and human features of Africa (Victoria Falls, River Nile, Sahara Desert, Mount Kilimanjaro, Nairobi skyscrapers etc) • Interpret diagrams to explain volcanic mountain formation (linking to dome mountains) the structure of a volcano, formation of a volcano, what causes volcanic eruptions, different types of volcano (active and dormant) and their physical effects on the environment. • Describe and interpret diagrams to explain the formation of fold and fault-block mountains. • Describe and explain river formation and the journey of a river using key terminology 	<p>lakes, fjords, cliffs, coastline, sea, channel)</p> <ul style="list-style-type: none"> • Identify, describe and understand key physical features of the continent of South America (Amazon River, Andes Mountains, Atacama desert, Amazon Rainforest) • Understand key physical features of: China (e.g formation of the Himalayan ‘fold’ Mountain linked to tectonic plates colliding, Himalayan link to rain shadows and The Taklamakan/ Gobi desert, Yangtze and Yellow River, the Stone Forest. India – K2 Mountain, Deccan Plateau, Western and Eastern Ghats, Thar Desert, how monsoons are formed and their positive impact (on the Ganges River and crops such as rice and tea) and catastrophic impact (flooding, mudslides)
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			<p>such as mouth, source, tributaries, confluence and erosion (with reference to the River Nile) as well as making valid justifications regarding the positive and negative aspects of rivers(e.g. fertile soil and floods) including the physical and human causes of flooding (prolonged rainfall, snowmelt, urbanisation) and how dams are used to stop flooding (Aswan High Dam in Egypt).</p> <ul style="list-style-type: none">• Describe and explain the water cycle and how rivers are an important part of the process.• Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, and their physical effects on the environment.	
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Human Geography				
	EYFS	KS1	Y3/4	Y5/6
Settlements and Land Use	<ul style="list-style-type: none"> Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including town, city, country, road, street, road, shops, school, traffic lights, zebra crossing, farm, bridge, supermarket etc. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop. Compare the town and countryside. Know the difference between a village, town and city. Recognise and know key human features of the different continents including famous landmarks. 	<ul style="list-style-type: none"> Understand land-use patterns in the UK as a mix between urban and rural; agricultural uses including fishing; natural resources and understand how some of these aspects have changed over time (e.g. closing of the coal and tin mines) Describe, understand and distinguish between different types of UK settlements of increasing sizes (hamlets, villages, towns, cities) Understand how land use patterns have changed over time in the local area (as part of the Black Country in the Industrial Revolution) from coal mining, factories with the land later being reclaimed for housing, shops etc. to support a population size of approximately 260,000 people. 	<ul style="list-style-type: none"> Understand human features of the continent of Europe such as life expectancy, population size, population density, trade as part of the European Union, landmarks linked to tourism (e.g. Colosseum and St Basil's Cathedral) Understand human features of the continent of South America such as population size, land use for agriculture (bananas, coffee, cocoa, beef) and forestry, economic activity including trade links via major ports (Port Callao), income linked to tourism (e.g. Machu Picchu, La Mano) and the impact that human activity is having on the planet (deforestation – habit loss, climate change, flooding and desertification)

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			<ul style="list-style-type: none">• To describe and understand the effect of volcanoes on settlements and land use (attracts tourism, creates fertile soil, can generate geothermal energy).	<ul style="list-style-type: none">• Understand human features of: China - life expectancy, population size, population density, settlements such as Chinese mega-cities, Hong Kong skyscrapers, compare rural and urban life and explain push and pull factors for rural to urban migration, trade links via major ports (Shanghai), income linked to tourism (e.g. Terracotta Warriors, Forbidden City The Great Wall of China), manufacturing and how it has made China one of the richest economies in the world and the impact that this is having on the planet (coal mining and burning linked to global warming, air pollution, toxic smog, sandstorms). Japan – compare and analyse population pyramids and understand the implications of an ageing population and
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				<p>falling birth rate. India – population size, population density in different areas such as the inhospitable mountain regions and extreme climate of the Tar Desert, income linked to tourism (Taj Mahal), the impact of dams along the Ganges for wildlife, how monsoons are being harnessed to create hydro electric power and land is being used for hydro-electric power plants.</p> <ul style="list-style-type: none"> • Describe and explain how some settlements have developed and changed over time and why certain locations are more favourable than others. E.g Bangalore skyscrapers and slum dwellings. • Understand how life is different in urban cities such as Bangalore and rural villages in India.
<p>Economics, Trade and Resources</p>	<ul style="list-style-type: none"> • Recognise the shops and enterprises in the locality. 	<p>Recognise the shops and enterprises in the locality,</p>	<ul style="list-style-type: none"> • Understand globalisation and global supply chains 	<ul style="list-style-type: none"> • Use maps to locate and describe major imports

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		<p>including being aware of their branding/names.</p>	<p>and how it is established through trade, politics and cultural exchanges (people's way of living).</p> <ul style="list-style-type: none"> • Understand how food production is influenced by climate and biomes. • Consider whether the world is a better or worse place because of globalisation. (factories move to developing countries causing loss of jobs, lower wages, poorer quality products, poor working conditions, increased carbon emissions linking to global warming, unhealthy diets, migration). • Interpret data (tables/graphs) that describe the unfair and fair distribution of natural resources including food and trade between Africa and the developed 	<p>and exports, including those of the UK.</p> <ul style="list-style-type: none"> • Recognise that the European Union is one example of a trading group (or trading bloc) which relies on exporting products made in Europe (motor vehicles, iron, steel and pharmaceuticals) and importing products that are very hard to grow or resource in Europe (like certain fruit - such as bananas - crude oil, plastic and coffee). • Detail the major economic activities and natural resources of South America - forestry, beef -which is exported around the world at a huge cost to the planet. • Detail the positive and negative impact of globalisation in places like Bangalore (raising life expectancy and standards of living for some; others live in slums settlements;
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			<p>world focussing upon Fairtrade)</p> <ul style="list-style-type: none"> • Detail the major economic activities and natural resources of North America - agriculture, forestry, coal mining and oil - which is exported around the world. 	<p>increase in air and traffic pollution).</p> <ul style="list-style-type: none"> • Understand what migration is, different types of migration, push and pull factors for migration, advantages and disadvantages for the source or host country. • Understand the impact of climate change and extreme weather on the people of low-lying Bangladesh (threatening to send much of this country underwater) forcing climate refugees to move to the megacity capital of Bangladesh, Dhaka and live in slum settlements. • Understand that many people moved from Poland to the UK as economic migrants in search of work in the early 2000s since there was very high levels of unemployment in their home country.
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Geography Skills, Fieldwork				
	EYFS	KS1	Y3/4	Y5/6
World Maps	<ul style="list-style-type: none"> To identify the land and sea on world globes/maps. 	<ul style="list-style-type: none"> Locate the location of continents, countries and oceans on globes and world maps or atlases. 	<ul style="list-style-type: none"> Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, major Earthquake zones and volcanoes (in relation to tectonic plates) and major rivers (focusing upon the River Nile). Use and interpret maps, atlases, globes, Google Maps and Google Earth to locate North American and African countries, cities, surrounding oceans and seas, their human/physical features and regions. 	<ul style="list-style-type: none"> Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features of South America, Asia and Europe including surrounding oceans, major rivers and their corresponding countries and cities, major industries, imports and exports, land use, settlements, mountains, coasts, seas, lakes, climate, and temperature.
UK Maps	<ul style="list-style-type: none"> Locate the UK on a simple map. 	<ul style="list-style-type: none"> Locate the four countries of the UK, their capital cities, some of other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions. 	<ul style="list-style-type: none"> Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, 	<ul style="list-style-type: none"> Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe the North Sea, Celtic Sea and English Channel.

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			<p>including different types of settlement, rivers, mountains and mountain ranges and varied climates.</p>	
<p>Local/Regional Maps and Other Secondary Data Sources</p>	<ul style="list-style-type: none"> • Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe movement around the school; notice landmarks on local walks, 	<ul style="list-style-type: none"> • Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a local map and follow/create a route in the local area. • Construct simple maps with basic symbols and a key. • Use aerial images to recognise basic physical and human features. 	<ul style="list-style-type: none"> • Use the 8 points of a compass, maps, symbols and keys (including the use of OS maps) to describe local geographical features of a UK location and changing local land use over time. 	<ul style="list-style-type: none"> • Interpret data that shows global trends of migration (The UN International Migration Report) • compare and analyse population pyramids that show changes over time (Japan). • analyse graphs that highlight changes in the birth rate and life expectancy in Japan. • interpret data that shows how life expectancy and literacy rates have risen in China over time and put forward reasons to explain why. • analyse a line graph to explain changes in population in Bangalore over the last 70 years. • Analyse a graph that shows population changes in the UK



				<p>caused by immigration.</p> <ul style="list-style-type: none"> • Use a map key to identify which parts of the UK are home to the greatest number of economic migrants. • Read a graph to identify the rate of unemployment in Poland at different time periods. • Use a map key to show where extreme weather (hurricanes, desertification) takes place around the world and impacts upon climate refugees.
<p>Local Fieldwork</p>	<ul style="list-style-type: none"> • Begin to use observational skills of routes around their classroom, school, and local area. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. sketches, observations and labelled maps and photos of: roads, parks, shops and buildings). • Take photos of buildings and places in school and locality (e.g. build a scene). 		<ul style="list-style-type: none"> • Create a route/sketch map in the local area. • Compare different types of local map and aerial images. • Ask relevant question about the local area and create graphs to acquire quantitative and qualitative data including interviews with locals and annotating sketch maps.



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		<ul style="list-style-type: none">• Carry out a simple survey of the school or local area (e.g. traffic)		<ul style="list-style-type: none">• Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.
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The Big Concepts of Geography	
Place, Space and Scale	Place - locational knowledge - where a given place is positioned in the world Space - how the area is used, lived in and structured based on its location and environment Scale - how the area can be examined at different spatial levels (personal, local, regional, national and global) <i>Knowing where places are and having spatial awareness of different countries using maps of the world and other sources leading to a detailed understanding of their environmental regions, physical and human characteristics, countries and cities.</i>
Physical world	Understanding the processes that give rise to key physical features of the world, how they are interdependent and how they bring about spatial variation and change over time.
Human environments	Understanding the processes that give rise to key human features of the world, how they are interdependent and how they bring about spatial variation and change over time
Human Impact, Interdependence and sustainability	Interdependence - how humans impact the world and are impacted by their environment. Sustainable development - how we can live in harmony with our surroundings <i>It examines the importance and impact of maintaining, modifying or breaking connections and the impact this has upon the long-term health of our planet, its people and environments.</i>
Cultural Diversity and Cultural Understanding	Culture - exploring differences in cultures from around the world and at a local level and considers how humans live in their distinct environments. Diversity - celebrating differences amongst the people of the world. Cultural Understanding - recognising the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

EYFS				
Place, Space and Scale	Physical World	Human Environments	Human Impact, Interdependence and Sustainability	Cultural Diversity and Cultural Understanding
<ul style="list-style-type: none"> Children learn where they live in the UK and our position in the world. They are introduced to maps 	<ul style="list-style-type: none"> To explore and observe the natural world around me. (including forest school area). Being outdoors in the different seasons. 	<ul style="list-style-type: none"> To explore and observe the buildings and local landmarks around me. 	<ul style="list-style-type: none"> Learning about looking after our Planet – how we can recycle and keep our local environment clean. 	<ul style="list-style-type: none"> Using children’s own experiences of visiting/living in other countries/places.

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Key Stage 1				
Place, Space and Scale	Physical World	Human Environments	Human Impact, Interdependence and Sustainability	Cultural Diversity and Cultural Understanding
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify the four countries, capital cities and surrounding seas of the UK, including our position in the UK Europe and globally. Formal introduction to maps and positional language using a variety of maps at large-scale with an introduction to the 4 compass points. Explore an alternative location: a small area of a non-European country. (Alaska) Continents and oceans are explored and the Equator and Polar regions are introduced. Describe localities at a small scale, comparing other similar sized locations to their own 	<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 	<ul style="list-style-type: none"> Identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Children begin to make comparisons between the way humans live in contrasting locations (a Beijing mega city, China, Alaska, and Cornwall), how the land is used in different parts of the world (farming, tin mining, fishing), how people adapt to their environments (Inuits) and connect through trade (import and exports). Begin to establish an understanding of the impact of plastic pollution of our oceans and human interventions to overcome these issues such as recycling plastic, sea bins etc. 	<ul style="list-style-type: none"> Begin to understand that people and places are culturally diverse such as the Inuit people who live in far northern Arctic areas such as Alaska.

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local area. E.g our city and London.				
Year 3//4				
Place, Space and Scale	Physical World	Human Environments	Human Impact, Interdependence and Sustainability	Cultural Diversity and Cultural Understanding
<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Locate the world's countries. In-depth exploration of North America and African locations (The Caribbean and Kenya). Describe localities at a larger scale (local, regional and global) comparing locations with their own location and with each other. An introduction to using maps at different 	<ul style="list-style-type: none"> Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes. Describe the water cycle in sequence. Use simple geographical vocab to describe geographical features and how they change. Describe a river and mountain environment in the UK. Describe tectonic plates and how their movement caused continental drift. Explain volcanic mountain formation, the formation of a volcano, what causes volcanic eruptions. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including types of settlement and land use in the UK and the local area and how this has changed over time (e.g. closing of coal mines). 	<ul style="list-style-type: none"> Establish the impact humans are having on the planet with a focus on globalisation and its link to trade, increasing carbon emissions, global warming and climate change. Consider how volcanoes in Iceland are being utilised to produce geo-thermal energy and how humans have developed knowledge to tackle flooding of the Nile (Aswan High Dam in Egypt) Consider how many Africans are unable to escape poverty because they get paid extremely low wages and how Fair Trade is an attempt at resolving this issue. 	<ul style="list-style-type: none"> Understand that people and places are culturally diverse. E.g Africa (Kenya) case study.

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<p>scales, atlases, globes and Google Earth using OS symbols, eight points of a compass and 4 and 6 figure grid referencing.</p>	<ul style="list-style-type: none"> • Explain the formation of fold and fault-block mountains. • Explain river formation and the journey of a river. • Describe and understand the causes, processes and effects of Earthquakes and Tsunamis. 			
Year 5/6				
Place, Space and Scale	Physical World	Human Environments	Human Impact, Interdependence and Sustainability	Cultural Diversity and Cultural Understanding
<ul style="list-style-type: none"> • In depth study of the human and physical geography of areas of the world including a region in a European country (Iceland), South America and Asia. • 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. 	<ul style="list-style-type: none"> • Understand climate zones in different parts of the world (Europe, South America and Asia). • Understand the basic process of global warming and its impact. • Know how climate and vegetation are connected in biomes, how plants and animals are adapted to their environment and how food production is influenced by climate. • Describe and understand a range of 	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography including life expectancy, population size, population density economic activity, trade links, and the distribution of natural resources, different settlements such as megacities. • Land-use patterns and understand how some of these aspects have changed over time. E.g Bangalore skyscrapers/ slum 	<ul style="list-style-type: none"> • Begin to understand how human and physical processes interact. • Understand how location affects agriculture and trade in South America and what impact this has on the environment i.e. deforestation of South American rainforests, global warming and how humans can intervene to overcome these issues –such as eating less red meat, buying sustainable wood products, 	<ul style="list-style-type: none"> • Understand that people and places are culturally diverse (China, Japan, Asia, Iceland, South America).

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<ul style="list-style-type: none"> • Locate the world's countries, environmental regions, physical and human features, using maps to focus on the rainforests of the world, Europe (including the location of Russia, Iceland Poland), South America and Asia (Japan, China and India, Bangladesh and the city of Bangalore) • Time zones concentrating on their environmental regions. • Describe places at all levels (local, national, and global scale) comparing locations with their own and with each other. • OS maps, symbols and scales explored using a range of maps at different scales. 8 compass points used along with 4 and 6 figure grid referencing. 	<p>key physical processes and the resulting physical landscapes.</p> <ul style="list-style-type: none"> • Understand how the Himalayan mountain region was formed and other topographical features • e.g. rivers, lakes, fjords, cliffs, coastline, sea, channel, desert, rainforest • Understand what causes a monsoon. 	<p>dwellings, subsistence farming in India.</p> <ul style="list-style-type: none"> • How life is different in rural and urban areas and how this has driven migration. 	<p>boycotting products containing palm oil.</p> <ul style="list-style-type: none"> • How rural to urban migration, such as in Bangalore and China, is affecting air and traffic pollution and contributing to global warming which is in turn causing climate change and extreme weather (impacting upon low lying countries such as Bangladesh). • How monsoons - in India - are important for growing crops (like rice and tea), filling wells and creating hydro-electricity to power hospitals, schools, and businesses. • How dams along the Ganges supply water and electricity to 500 million people but affect the river wildlife especially the blind river dolphin which is extinct in some areas of the river because 	
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			they can't move through the barriers.	
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Year 1 and 2 - Knowledge Progression			
The Big Question	<i>How can we help Father Christmas map the North Pole?</i>	<i>Where are our world's oceans and how can we protect what's in them?</i>	<i>What's in my locality?</i>
Cycle A Y1/2 Substantive Knowledge	<p>Use simple locational/directional language and the four main compass directions (North, South, East and West) to describe the location of features on a map and create a route.</p> <p>Use aerial images to recognise basic physical and human features.</p> <p>Construct simple maps with basic symbols and a key.</p>	<p>Name and locate the world's five oceans on a globe or atlas using simple locational/directional language and the four main compass directions (North, South, East and West)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features like ocean, reef, beach, coast, cliffs etc</p> <p>What habitats are in the ocean and the creatures that live there.</p> <p>How we can protect our oceans.</p>	<p>Name and locate where my school and Wolverhampton is and describe key landmarks in the local area,</p> <p>Use simple fieldwork and observational skills to study the human and physical geography of the school and its grounds.</p> <p>Use basic geographical vocabulary to refer to key human and physical features of the local area: city, factory, house, office, shop, canal, trees, fields etc.</p> <p>Create and follow a route around the school grounds using simple locational/directional language and the four main compass directions.</p> <p>Devise a simple map of the local area (Pendeford and Wolverhampton) using symbols and a key, recognising the shops and enterprises, including being</p>

			<p>aware of their branding/names. (e.g. Morrisons)</p> <p>Carry out a simple survey of the school or local area (e.g. traffic)</p>
The Big Question	<i>Which country would I most like to visit in the UK?</i>	<i>How are places around the world different?</i>	<i>How is Alaska different to Cornwall?</i>
Cycle B Year 1/2 Substantive Knowledge	<p>Name and locate some of the key features of the four countries of the UK (physical and human) their capital cities, other major cities and the surrounding seas using simple locational/directional language and the four main compass directions.</p> <p>Know the difference between a village, town and city as well as the town and countryside.</p> <p>Identify and describe weather associated with the four seasons in the UK including understanding that weather forecasts are statements saying what the weather will be like with different symbols to describe the weather.</p> <p>Use basic geographical vocabulary to refer to key physical features of the UK: beach, cliff, coast, forest, hill, mountain, sea, river, valley, season and weather.</p>	<p>Understand the terms 'continent' and 'seas'.</p> <p>Name and locate the world's seven continents on a globe or atlas using simple locational/directional language and the four main compass directions.</p> <p>Recognise and know key physical features of the different continents like desert, plains, mountain, rainforest, river.</p> <p>Recognise and know key human features of the different continents including famous landmarks</p> <p>Understand that some places have seasons at opposite times of the year - Australia</p>	<p>Name and locate the world's seven continents on a globe or atlas, using simple locational/directional language and the four main compass directions.</p> <p>Name and locate the country, continent and surrounding oceans of a place in the UK (Cornwall) and a contrasting non-European locality (Alaska).</p> <p>Understand key similarities and differences between Cornwall and Alaska using basic geographical vocabulary to refer to human and physical geography including the weather.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, relating to the Arctic and Antarctic.</p>

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	Use basic geographical vocabulary to refer to key human features of the UK including: city, town, village, factory, farm, house, office, shop.		
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Year 3/4 Knowledge Progression			
The Big Question	What are the counties and settlements of the UK like?	Why do natural disasters like volcanoes, earthquakes and tsunamis happen?	What is globalisation and does it make the world a better place?
Cycle A Year 3/4 Substantive Knowledge	<p>How did the Black Country get its name?</p> <p>Use the eight points of a compass, four figure grid references, maps, symbols and keys to:</p> <p>Name and locate the 4 countries of the UK, their capital cities, population sizes, surrounding seas and oceans, landmarks and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Name and locate some of the main counties in the 4 countries of the United Kingdom.</p> <p>Name and locate the central counties of the region of the West Midlands and its 7 major towns and cities: key landmarks, its identifying human</p>	<p>Explain that the Earth's surface is made up of tectonic plates that move towards and away from each other, and that once the continents all fit together as one land mass but drifted apart over millions of years.</p> <p>Employ the use of the eight points of a compass, maps, atlases, globes, Google Maps, Google Earth, symbols and keys to:</p> <p>Name and locate volcanoes and earthquake zones (in relation to tectonic plates lines) around the world.</p> <p>Explain the structure of a volcano, formation of a volcano, what causes a volcanic eruptions, different types of volcano (active and dormant) and their</p>	<p>Understand globalisation and how it is established through trade, politics and cultural exchanges (people's way of living).</p> <p>Understand how globalisation is helped by increasing connections between people and countries through technology (such as the internet) and transport.</p> <p>Recognise that the European Union is one example of a trading group (or trading bloc).</p> <p>Consider whether the world is a better or worse place because of globalisation. (factories move to developing countries causing loss</p>

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	<p>characteristics and physical characteristics including key topographical features such as hills and rivers.</p> <p>Describe, understand and distinguish between the different types of UK settlements of increasing sizes (hamlets, villages, towns, cities)</p> <p>Understand how land use patterns have changed over time in the local area from coal mining, factories and manufacturing in the Industrial Revolution with the land later being reclaimed for urban use.</p> <p>Understand current land-use patterns in the UK as a mix between urban and rural; agricultural uses including fishing; natural resources, economic activity including trade links and how some of these aspects have changed over time (for example closing of the coal and tin mines).</p> <p>Identify and study the different climatic regions of UK</p>	<p>physical effects on the environment, settlements and land use (volcanoes attracts tourism, creates fertile soil, can generate geothermal energy).</p> <p>Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, and their physical effects on the environment.</p>	<p>of jobs, lower wages, poorer quality products, poor working conditions, increased carbon emissions linking to global warming, unhealthy diets, migration; northern hemisphere richer and southern hemisphere in poverty)</p>
<p>The Big Question</p>	<p>Where in North America would I most like to visit?</p>	<p>How is Africa a continent of contrasts?</p> <p>How is Kenya different to the UK?</p>	<p>How are rivers formed and why are they so important?</p>

	What is special about the Caribbean Islands?		
<p>Cycle B Year 3/4 Substantive Knowledge</p>	<p>Use the eight points of a compass, maps, symbols and keys to:</p> <p>Name and locate the continent North America including its countries, 5 physical regions, major cities/capitals/US states, surrounding oceans and landmarks such as the Statue of Liberty)</p> <p>Use geographical vocabulary to refer to key physical features of North America (mountain ranges etc) and the 5 physical regions (Great Plains, Mountainous West etc) and their biomes (desert, grassland, tundra etc)</p> <p>Describe and interpret diagrams to explain the formation of fold and fault-block mountains linked to tectonic plate movement.</p> <p>Detail the major economic activities and natural resources of North America - agriculture, forestry, coal mining and oil -which is exported all around the world.</p> <p>Identify and study the different climatic regions and seasons in</p>	<p>Use the eight points of a compass, maps, symbols and keys to:</p> <p>Name and locate the continent of Africa including its countries, major cities/capitals, surrounding seas/oceans/islands, main biomes (desert, savannah/tropical grassland and tropical rainforest) and vegetation belts.</p> <p>Identify and study the different climatic zones in Africa (arid, tropical, Mediterranean and temperate), the seasons and the significance of the equator.</p> <p>Use geographical vocabulary to refer to key physical and human features of Africa (Victoria Falls, River Nile, Sahara Desert, Mount Kilimanjaro, Nairobi skyscrapers etc)</p> <p>Compare human and physical similarities and differences between the UK and Kenya, Africa (bustling cities/ slum settlements).</p> <p>Interpret data (tables/graphs) that describe the unfair and fair distribution of natural resources including food and</p>	<p>Use the eight points of a compass, maps, symbols and keys to:</p> <p>Name and locate major world rivers, including Africa's 2 main rivers (the Congo and the Nile) and the countries that they pass through.</p> <p>Describe and explain river formation and the journey of a river using key terminology (mouth, source, tributaries and confluence, erosion) with reference to the River Nile.</p> <p>Describe and explain the water cycle and how rivers are an important part of the process.</p> <p>Why settlements develop around rivers and river pollution and make valid justifications regarding the positive aspects of rivers (fertile soil to grow crops, fishing, tourism, trade routes) and negative aspects (such as flooding, river pollution) including the physical causes of flooding (prolonged rainfall, snowmelt), human causes of flooding (urbanisation) and how dams are used to stop flooding (with reference to the Aswan High Dam in Egypt).</p>

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	<p>North America (including extreme Caribbean weather such as hurricanes and tropical storms during the wet season) which is being worsened by climate change.</p> <p>Compare human and physical similarities and differences between the UK and the Caribbean (islands, coats, climate and seasons and how this affects the produce grown to trade and export.)</p>	<p>trade between Africa and the developed world focussing upon Fairtrade)</p> <p>Interpret diagrams to explain key aspects of volcanic mountain formation (linking to dome mountains), the process of volcanic eruptions</p>	
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Year 5/6 Knowledge Progression			
The Big Question	How are places similar and different in Europe? Why is Iceland named the Land of Fire and Ice?	Why is South America so important to the world?	Why does the time differ from one country to another? What would I like to investigate in my local area?
Cycle A Year 5/6 Substantive Knowledge	Name and locate the continent of Europe including its countries, environmental regions (The Western Uplands, North European plains, the Central Uplands and Alpine Mountains), some major cities/capitals/ surrounding seas and ocean, active volcanoes linked to tectonic plates, rivers, mountains ranges and its position in the Northern Hemisphere in	Name and locate the continent of South America in relation to the Northern and Southern Hemisphere, equator and Tropic of Capricorn, as well as locate its countries, major cities/capitals, surrounding seas, oceans, islands (Galapagos) main biomes (tropical rainforest, Atlantic Forest, and the Cerrado savannah), main river (Amazon) mountain range	Name, locate and understand the significance of the equator, Northern and Southern Hemisphere, lines of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night). Use the eight points of a compass, four and six-figure grid references, symbols

	<p>relation to the Equator and Arctic Circle.</p> <p>Understand key physical features of the continent of Europe (e.g rivers, mountainous regions, lakes, fjords, cliffs, coastline, sea, channel)</p> <p>Understand human features of the continent of Europe such as life expectancy, population size, population density, trade as part of the European Union, landmarks linked to tourism (e.g. Colosseum and St Basil's Cathedral)</p> <p>Understand the climate zones of Europe as being mainly temperate with some northern areas having a polar climate.</p> <p>Recognise that the European Union is one example of a trading group (or trading bloc) which relies on exporting products made in Europe (motor vehicles, iron, steel and pharmaceuticals) and importing products that are very hard to grow or resource in Europe (like certain fruit - such as bananas - crude oil, plastic and coffee).</p>	<p>(Andes) and landmarks (Christ the Redeemer, Angel Falls)</p> <p>Name and locate the position of rainforests around the world, identifying the significance of their position between the two lines of the Tropic of Cancer and Capricorn and the equator; understand how climate and vegetation are connected in the biome of the tropical rainforest.</p> <p>Understand the 4 different climate zones in South America as mainly tropical (in the rainforests), but also temperate, arid and cold.</p> <p>Identify, describe and understand key physical features of the continent of South America (Amazon River, Andes Mountains linked to tectonic plates, Atacama desert, Amazon Rainforest)</p> <p>Understand human features of the continent of South America such as population size, land use for agriculture (bananas, coffee, cocoa, beef) and forestry, economic activity including trade links via major ports (Port Callao), income linked to tourism (e.g. Machu Picchu, La Mano); the impact that human activity is having on the planet (deforestation – habit loss, climate change, flooding and</p>	<p>and keys to locate features on a map (including an Ordnance Survey map).</p> <p>Recognise the key features of a sketch map: a title; a frame; a key; a north arrow; simple line drawings with very little detail; labels and annotations (if needed).</p> <p>Draw two types of sketch maps including the human and physical features of a place in the local area and a route around the city centre.</p> <p>Use aerial images and street maps of the local area to plan an enquiry and carry out a fieldwork investigation, collecting quantitative and qualitative data and using digital technologies such as I pads.</p>
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	<p>Name and locate the country of Iceland as an island in Europe near the Arctic Circle in the North Atlantic Ocean along with the position of its capital city, Reykjavik, and its relationship to the North American and Eurasian tectonic plates.</p> <p>Compare and understand some of the reasons for key physical similarities and differences between the UK and a region of Europe (Iceland) including climate, environmental regions, key physical and human characteristics (e.g. geysers - hot springs - geothermal lagoons, coasts with black-sand beaches, glaciers, active volcanoes, seasons linked to daylight, the Northern Lights).</p> <p>Compare and understand some of the reasons for key human similarities and differences between the UK and a region of Europe (Iceland) including population size, population density, life expectancy, trade and land use (geothermal energy/ geothermal power plants).</p>	<p>desertification) and how humans can intervene to overcome these issues (eating less red meat, buy sustainable wood products, don't buy products containing palm oil).</p>	
<p>The Big Question</p>	<p>What is it really like to live in the most populated continent in the world? Why is Bangalore the fastest growing city in Asia?</p>	<p>What are the reasons for migration?</p>	
<p>Cycle B Year 5/6 Substantive Knowledge</p>	<p>Name and locate the continent of Asia (then focussing upon China, India and Japan) including its countries, environmental regions, some major cities/capitals/ surrounding oceans, major biomes, environmental regions,</p>	<p>Locate Poland and Bangladesh (including the capital city of Dhaka) on a map.</p>	

	<p>rivers, mountains ranges and its position in the Northern Hemisphere in relation to the Arctic Circle and Tropic of Cancer.</p> <p>Understand the climate zones of Asia as being varied due to its size. (e.g far south and just below the Equator the climate is tropical, far north by the Arctic Circle is polar).</p> <p>Understand key physical features of: China (e.g formation of the Himalayan 'fold' Mountain linked to tectonic plates colliding, Himalayan link to rain shadows and The Taklamakan/ Gobi desert, Yangtze and Yellow River, the Stone Forest. India – K2 Mountain, Deccan Plateau, Western and Eastern Ghats, Thar Desert, how monsoons are formed and their positive impact (on the Ganges River and crops such as rice and tea) and catastrophic impact (flooding, mudslides)</p> <p>Understand human features of: China - life expectancy, population size, population density, settlements such as Chinese mega-cities, Hong Kong skyscrapers, compare rural and urban life and explain push and pull factors for rural to urban migration, trade links via major ports (Shanghai), income linked to tourism (e.g. Terracotta Warriors, Forbidden City The Great Wall of China), manufacturing and how it has made China one of the richest economies in the world and the impact that this is having on the planet (coal mining and burning linked to global warming, air pollution, toxic smog, sandstorms) Japan – compare and analyse population pyramids and understand the implications of an ageing population and falling birth rate. India – population size, population density in different areas such as the inhospitable mountain regions and extreme climate of the Tar Desert, income linked to tourism (Taj Mahal), the impact of dams along the Ganges for wildlife, the importance of the monsoons how they are being harnessed to create hydro electric power and land is being used for hydro-electric power plants, compare rural life (with reference to subsistence farming) to urban life in Bangalore and</p>	<p>Understand what migration is, different types of migration, push and pull factors for migration, advantages and disadvantages for the source or host country.</p> <p>Understand the impact of climate change and extreme weather on the people of low-lying Bangladesh (threatening to send much of this country underwater) forcing climate refugees to move to the megacity capital of Bangladesh, Dhaka and live in slum settlements.</p> <p>Understand that many people moved from Poland to the UK as economic migrants in search of work in the early 2000s since there was very high levels of unemployment in their home country.</p>
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	<p>the positive and negative impact of globalisation in places like Bangalore (raising life expectancy and standards of living for some; others live in slums settlements; increase in air and traffic pollution).</p>	
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