Geography Curriculum

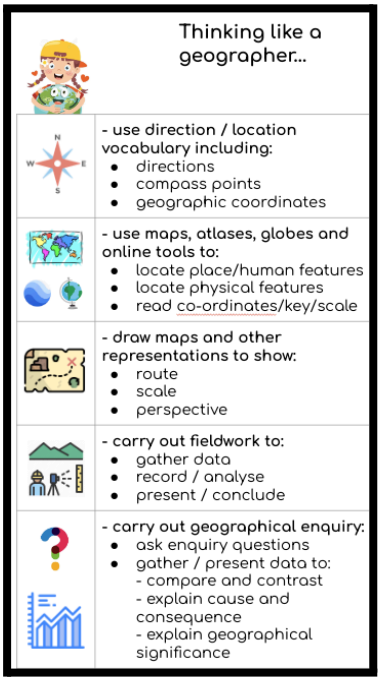
Key Stage 2
Curriculum Map

Philosophy

There are six underlying attributes at the heart of Saracens Broadfields curriculum and lessons.

1. Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
2. Substantive and Disciplinary Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

   For the pupils, they understand Disciplinary knowledge as:



3. Our flexible curriculum enables teachers to tailor content to other subjects in the curriculum and the current context.
4. Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
5. We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
6. Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

Units

KS2 Geography is formed of 15 units and this is the recommended sequence:

Unit	Title	Year	Number of Sessions
1	Mountains, Volcanoes and Earthquakes	3	7
2	Building Locational Knowledge: Europe	3	3
3	Water, Weather and Climate	3	6
4	Building Locational Knowledge: North America	3	3
5	Rivers	3	6
6	Building Locational Knowledge: United Kingdom	**4**	**6**
7	Migration	4	8
8	Building Locational Knowledge: Hemispheres and Tropics	4	3
9	Building Locational Knowledge: South America	**4**	**8**
10	Natural Resources	**5**	**6**
12	Biomes	5	10
13	Energy and Sustainability	5	10
14	Population	6	10
15	Globalisation	6	10

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Unit 1 Mountains, Volcanoes and Earthquakes - Y3

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Recognise some environments that are different to the one in which they live.

Y1 Geography: Seven Continents Comparing physical features between continents. Oceans and Seas- locating the Oceans ready to learn about the RIng of Fire in the Pacific Ocean.
Y2 Geography: Villages, Towns and Cities: What human and physical features can I find in my settlement?
Y3 Science: taught side by side: Rocks and Soils (including the rock cycle)

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What is the earth made of?	● Examine the structure of the earth and what the earth is made of ● Explore where volcanoes and earthquakes occur and why	What are the layers of the earth made of? What are tectonic plates? Why do earthquakes and volcanoes occur in certain places?	● Inner core ● Outer core ● Mantle ● Crust ● iron ● nickel ● molten ● magma ● granite ● basalt ● tectonic plates ● oceanic crust ● continental crust	- use direction / location vocabulary - use maps, atlases, globes and online tools to locate place / human and physical features
2	What are fold mountains?	● Articulate what mountain ranges are	What are mountain ranges?	● [continent names] ● ocean trenches	- use direction / location vocabulary

		● Explain what fold mountains are ● Describe how fold mountains form	Where are the mountain ranges in each continent? How are fold mountains formed?	● collide ● Mount Everest ● Nepal ● Himalayas ● Rocky Mountains ● Andes ● Alps ● Eurasian ● Subduction ● Mariana trench	- use maps, atlases, globes and online tools to locate place / human and physical features
3	How are volcanoes made?	● Understand what volcanoes are ● Examine how volcanoes vary ● Explain what stratovolcanoes are	What is a volcano? What types of volcanoes are there? What are stratovolcanoes?	● erupts ● lava flow ● ash deposits ● vapour ● vent ● active ● dormant ● shield volcano ● stratovolcano ● magma chamber ● crater ● Mauna Kea ● Vesuvius ● cross section	- use maps, atlases, globes and online tools to locate place / human and physical features - carry out geographical enquiry: - ask enquiry questions - gather / present data - compare and contrast - explain cause and consequence - explain geographical significance
4	How does an earthquake occur?	● Grasp how tectonic plates move ● Explain what an earthquake is ● Investigate how an earthquake occurs	How do tectonic plates move? What is an earthquake? How does an earthquake occur?	● convection current ● molten rock ● Moment Magnitude scale	- carry out geographical enquiry: - ask enquiry questions - gather / present data

				• fault line • focus • epicentre • San Andreas fault	- compare and contrast - explain cause and consequence - explain geographical significance
5	What happens when a volcano erupts?	• Investigate a volcanic eruption case study: Fuego • Volcano, Guatemala 2018: effects and responses • Explore why some people choose to live near a volcano	What were the effects when Fuego volcano erupted in 2018? How did humans respond to the event? Why do some people choose to live near a volcano?	• eruption • Fuego • Guatemala • explosivity index • evacuation • infrastructure • landslides • geothermal power plants • tourism • fertile soil	- use maps, atlases, globes and online tools to locate place / human and physical features - carry out geographical enquiry: - ask enquiry questions - gather / present data - compare and contrast - explain cause and consequence
6	What happens when an earthquake occurs?	• Investigate an earthquake case study: Tohoku, Japan 2011: effects and responses • Explore what a tsunami is	What were the effects when Tohoku volcano erupted in 2011? How did humans respond to the event? What is a tsunami?	• Tohoku • natural disaster • tsunami • flood	- use maps, atlases, globes and online tools to locate place / human and physical features
7	How can we protect against earthquakes?	• Examine the measures that cities across the world have taken to protect people and buildings from earthquakes.	What measures can we take to	• harm-reduction • reinforced • Eccentrically braced steel frame • architect	- carry out geographical enquiry: - ask enquiry questions - gather / present data - compare and contrast

					- explain cause and consequence

Building towards..

Subsequent years:

Y3 English: Escape from Pompeii Descriptive Writing Unit (with a Roman link)

Y4 History: Mount Vesuvius Eruption during Roman times

Y4 Geography: Migration - involving Natural Disasters. Building locational knowledge - UK - naming the highest mountain in each country.

Y5 Geography: Natural Resources found in the Earth's Crust

Y5 Geography: Energy and Sustainability: Fossil Fuels

Y6 Science: Evolution: Finding fossils in layers of rock

KS3: understand, through the use of detailed place-based examples at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks.

Careers: Geologist, Volcanologist, Seismologist, Geophysicist, Geological Engineer, Emergency Management Specialist, Natural Hazards Analyst, Environmental Consultant, Mountain Guide, Climatologist, Geotechnical Engineer, Environmental Scientist, Disaster Relief Coordinator, Remote Sensing Specialist, Land Use Planner

Unit 2 Building Locational Knowledge: Europe - Y3

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different to the one in which they live.
Y1 Geography: London in the United Kingdom: giving the sense of place, The Seven Continents - understanding what a continent is and key facts about Europe. Oceans and Seas that are placed near Europe.
Y1 History: Remembrance Day - countries involved in World War I and how it is celebrated around the World.

Y2 Geography: Understanding Brazil: Comparing UK's weather with Brazil's. Villages, Town and Cities: What are the human and physical features in my settlement?					
Lesson:	**Lesson question:**	**Pupils will:**	**Key Questions:**	**Key Vocabulary:**	**Disciplinary Skills**
1	What are the countries of Europe?	● Identify Europe on a world map ● Identify the location of the United Kingdom ● Explore other countries in Europe	Where can Europe be found on a map or globe? Where can the UK be found on a map or globe? Which seas can be found around the UK?	● continent ● Europe ● Northern Europe ● Western Europe ● Southern Europe ● Eastern Europe ● North Sea ● United Kingdom ● Celtic Sea ● English Channel ● Flag	- use maps, atlases, globes and online tools to locate place / human features
2	What are the physical features of Europe?	● Identify the environmental regions of Europe. ● Explore the physical features of two contrasting European regions.	What are the environmental regions of Europe? What physical features can be compared within two regions?	● Physical features ● Mount Elbrus ● Volga River ● Danube River ● Rhine River ● Western Uplands ● North European Plain ● Central Uplands ● Alpine Mountains / Alps ● Black Sea	- use maps, atlases, globes and online tools to locate place / physical features - gather / present data to compare and contrast
3	What are some of Europe's most	● Identify Europe's major cities	Where are Europe's major cities?	● Human features ● Population	- use maps, atlases, globes and online tools

	important human characteristics?	• Explore where people in Europe live • Identify where Europe's natural resources are located	Where does the population of Europe live? Where are Europe's natural resources located? What is the EU/Brexit?	• Currency • European union • Euro trait • Imports • Exports • Brexit • pharmaceuticals	to locate place / human and physical features - gather / present data to - compare and contrast - explain cause and consequence

Building towards..

Subsequent years:

Year 3 Geography: Building Locational Knowledge: North America

Year 4 Geography: Building Locational Knowledge: UK, Building Locational Knowledge: Hemispheres and Tropics, Building Locational Knowledge: South America

Year 4 History: Knowing where the Ancient Greeks and Romans were based and how the Romans travelled across Europe to invade Britain.

Year 5 Geography:

Year 5 History: Understand the Vikings' Journey to invade Britain

Year 6 History: Understand the Geography of the countries involved with World War I, World War II and the Cold War and how Europe was affected.

KS3: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Careers: Geographer, Cartographer, Urban Planner, International Relations Specialist, Tour Guide, Historian, Archaeologist, Diplomat, International Business Consultant, Language Instructor, Travel Writer, Real Estate Agent, Transportation Planner, Intelligence Analyst, Cultural Liaison

Unit 3 Water, Weather and Climate - Y3

Building Blocks:

EYFS:

Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Understand the effect of changing seasons on the natural world around them.
Recognise some environments that are different to the one in which they live.
Year 1 Geography: Oceans and Seas - Where are the World's Waters? The Seven Continents: what is the weather like in each continent? Comparing Cornwall to Alaska
Year 1 Science: Seasonal changes throughout the year
Year 2 Geography: Understanding Brazil - Investigating the weather in the UK and different parts of Brazil and comparing the countries.

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	Where is Earth's water?	● Review where Earth's water is found ● Articulate how water moves ● Explain what the water cycle is	Where is Earth's water found? What are the key states of water? What is the water cycle?	● Freshwater ● saline ● glaciers ● icecaps ● solid ● liquid ● gas ● evaporation ● condensation ● precipitation ● runoff	- gather/present data to: - explain cause and consequence - explain geographical significance
2	What makes up the weather?	● Set out what the weather is made of ● Differentiate between weather and climate ● Read a weather forecast	What is the weather made of? What is the difference between weather and climate? How can we read and understand a weather forecast?	● Weather ● climate ● temperature ● humidity ● atmospheric pressure ● precipitation	- gather/present data to: - explain cause and consequence - explain geographical significance

				• troposphere • thermometer • meteorologist	
3	Why does it rain?	• Explain what causes rain to form • Review how mountains help cause rain • Explore what a rain shadow is.	What causes rain to form? How do mountains help cause rain? What is a rain shadow?	• North • South • East • West • compass • precipitation • convectional • frontal • orographic	- use direction / location vocabulary including compass points - gather/present data to: - explain cause and consequence
4	Why does the UK have wild weather?	• Understand why the UK's weather can change daily. • Articulate what an air mass is. • Examine how the characteristics of the air mass affect the weather.	Why does the weather of the UK change frequently? What is an air mass? How does an air mass affect the weather around the world?	• Air mass • Weather • Source • Maritime • Continental • Polar • Arctic • Tropical	- gather/present data to: - explain cause and consequence - explain geographical significance
5	What are the reasons for seasons?	• Explain how the Sun sustains life on Earth • Review how the tilt of the Earth creates the seasons • Explore how the seasons are different in the different hemispheres	How does the Sun sustain life on Earth? How does the tilt of the Earth create the seasons? Why and how are the seasons different in different hemispheres?	• Hemisphere • seasons • Sun • Earth • rotation • galaxy • Milky Way • solar radiation • orbit	- gather/present data to: - explain cause and consequence - explain geographical significance

6	Why is the world's weather changing?	• Examine how climate differs in different parts of the world. • Explain the ways in which the weather differs. • Explore why the climate is changing. • Examine how climate change is affecting the Earth.	How does climate differ in different parts of the world? How has the climate changed since the Ice Age? Why is the climate changing now? How does climate change affect the earth?	• Atmosphere • Pleistocene Epoch • Mesozoic Era • Climate change • Greenhouse gases • Deforestation • Farming • Fossil fuels	- gather/present data to: - explain cause and consequence - compare and contrast - explain geographical significance

Building towards..

Subsequent years:

Y3 Geography: Rivers - flooding due to the Weather, role of the water cycle and precipitation.
Y4 Geography: Building Locational Knowledge: North America - What is the Climate? South America - What is the climate of Chile? hemispheres and tropics 9 Weather of the zones) Migration - How will climate change affect Migration
Y5 Geography: Natural Resources
Y5 Geography: Biomes How does climate impact on biomes? Precipitation/ permafrost/ tundra. Energy and Sustainability - what is the outcome if we are not more sustainable?
Y5 Science: Earth and Space - Investigating the Earth's tilt and reason for seasons.
Y6 Geography: Globalisation - effects of climate and food trade.

KS3: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

Careers: Meteorologist, Climate Scientist, Weather Broadcaster, Air Quality Specialist, Aviation Meteorologist, Oceanographer/Marine Meteorologist, Emergency Management Specialist, Hydrologist, Renewable Energy Analyst, Agricultural Meteorologist

Unit 4 Building Locational Knowledge: North America - Y3

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences

Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Recognise some environments that are different to the one in which they live.

Y1 Geography The Seven Continents - understanding what a continent is and key facts about North America. Comparing Cornwall to Alaska through their human and physical features. Oceans and Seas that are placed near North America.
Y2 History: Explorers and Adventurers: Amelia Earheart and her attempt to cross the Atlantic from North America and Neil Armstrong: First Man to set foot on the Moon (NASA and American Astronauts.)
Y3 Geography: Understanding Climate through Water, Weather and Climate

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What are North America's countries and physical features?	● Identify North America on a world map ● Identify the different countries of North America ● Identify the environmental regions of North America ● Explore the physical features of two contrasting North American regions	Where in the world is North America? Which countries are in North America? What are the environmental regions of North America? How can we compare regions in North America?	● North America ● Mountainous West ● Great Plain ● Canadian Shield ● Eastern Region ● Caribbean ● islet ● topography ● Physical geography ● Human geography	- use maps, atlases, globes and online tools to locate place and physical features
2	What are some of North America's most important human characteristics?	● Identify North America's major cities ● Explore economic activity on the continent ● Identify where North America's natural resources are located	What are the major cities in North America? What kind of economic activity takes place in North America? Where are North America's natural resources located?	● Human features ● Economic activity ● Agriculture ● Forestry ● Mining ● Crude oil ● Gas	- use maps, atlases, globes and online tools to locate place and human features

3	What is the climate like in parts of North America?	• Explore the climate in two regions of North America • Identify the physical and human impact of their climate	What is the climate like in the Caribbean and Mountainous West regions? What is the impact of these climates on the physical geography and human life in these areas?	• climate • Caribbean • Mountainous West • equator • hurricanes • arid • frost damage	- gather/present data to: - explain cause and consequence - compare and contrast - explain geographical significance

Building towards..

Subsequent years:

Year 4 Geography: Building Locational Knowledge: UK, Building Locational Knowledge: Hemispheres and Tropics, Building Locational Knowledge: South America

Year 6 History: Understand the Geography of the countries involved with World War I, World War II and the Cold War and how the USA was involved.

KS3: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Careers: Diplomat/Foreign Service Officer, International Business Consultant, International Development Specialist, Trade Analyst/Policy Advisor, Cultural Exchange Coordinator, Tourism Manager/Destination Specialist, Journalist/Correspondent, Geopolitical Analyst/Strategist, Language Instructor/Linguist, Geographer/Urban Planner, Tourism.

Unit 5 Rivers - Y3

Building Blocks:

EYFS:

Begin to understand to need to respects and care for the environment and living things
Know that there are different countries and talk about the differences
Draw information from a simple map
Explore the natural world around them
Recognise some environments that are different to the one in which they live.

Year 1 Geography: Oceans and Seas (Where is the World's Water) Naming and locating the Seas and Oceans.
Year 2 Geography: Understanding Brazil: Physical diversity of the Rainforest (including the Amazon River)
Year 2 History: Great Fire of London - When and where was London formed - settlement around the RIver Thames, the importance of the River Thames during the Great Fire of London.
Year 3 History: Prehistoric Britain: Importance of Rivers to a settlement. And Ancient Egypt and importance of the River Nile
Year 3 Geography: Europe: Naming European Rivers

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	Where are the world's rivers?	● Explain what a river is ● Identify where some of the world's rivers are ● Explore examples of famous rivers and why they are important	What is a river? What is the source/mouth of a river? Which is the longest river in Africa/ South/North America/ Europe?	● Mouth ● Source ● Nile ● Amazon ● Volga ● Colorado	- use maps, atlases, globes and online tools to locate place and physical features
2/3	How do rivers shape the land?	● Explain the three river processes ● Describe the four types of erosion ● Describe the four types of transportation ● Explain what deposition is	What are the three river processes? What is erosion? What is transportation? Where do rivers have most/least energy?	● Erosion ● Attrition ● Hydraulic action ● Abrasion ● Solution ● Transportation ● Suspension ● Traction ● Saltration	- gather/present data to: - explain cause and consequence - explain geographical significance
4	What landforms do rivers create? (Part 1)	● Explain what a landform is ● Describe what V-shaped valleys and interlocking spurs are ● Explain how V-shaped valleys and interlocking spurs form	What are v-shaped valleys? What are interlocking spurs?	● Landform ● Tectonic plates ● Glaciers ● Deposition ● V-shaped	- gather/present data to: - explain cause and consequence - explain geographical significance

				• Valley • Interlocking spurs	
5	What landforms do rivers create? (Part 2)	• Describe what a meander is • Explain how a meander forms • Explore how an oxbow lake forms	What is a meander? How does a meander form? How does an oxbow lake form?	• Meander • Lateral erosion • Middle course • Sediment • Oxbow lake	- gather/present data to: - explain cause and consequence - explain geographical significance
6	Why are rivers important to people?	• Explain why people like living near rivers • Explore why the Volga River is important for people • Explore why the Amazon River is important for people	Why do people like living near rivers? Why is the Volga river important for people? Why is the Amazon river important for people?	• Volga River • Amazon River • Agriculture • Fertile • Fishing • Sturgeon • Caviar • Tourism	- use maps, atlases, globes and online tools to locate place and physical features - gather/present data to: - explain cause and consequence - compare and contrast
7	What happens when a river floods?	• Explain what a flood is • List reasons why rivers flood • Describe how a flood bring positive and negative impact	What is a flood? Why do rivers flood? What positive and negative impacts does flooding have?	• Flood • Banks • Rainfall • Snowmelt • Infiltration • Urbanisation • Impermeable • Deforestation	- gather/present data to: - explain cause and consequence - explain geographical significance
Building towards.. **Subsequent years:** **Y4 Geography:** Migration (flooding being a cause)					

Y5 Geography: Biomes and Natural Resources - what resources can we get from the land and the different climates according to the biomes (including precipitation.)

KS3: use Geographical Information Systems (GIS) to view, analyse and interpret places and data, understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
Careers: Hydrologist, River Restoration Specialist, Water Resource Engineer, Fisheries Biologist/Manager, River Guide/Recreation Specialist, Environmental Scientist/Consultant, River Basin Planner/Manager, Geographer/GIS Specialist, Water Policy Analyst/Advocate, Environmental Educator/Outreach Coordinator

Unit 6 Building Locational Knowledge: United Kingdom - Y4

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different to the one in which they live.
Y1 Geography: London in the United Kingdom: giving the sense of place, The Seven Continents - understanding what a continent is and key facts about Europe and the UK . Oceans and Seas that are placed near the UK.
Y1 History: Remembrance Day - countries involved in World War I and how it is celebrated around the World.
Y2 Geography: Understanding Brazil: Comparing UK's weather with Brazil's. Villages, Town and Cities: What are the human and physical features in my settlement?
Y2 History: Great Fire of London - linking the capital of England to lesson 4.
Y3 Geography: Rivers (Physical features including Rivers in all 4 countries) Mountains, Volcanoes and Earthquakes- naming highest mountain in each country.

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
0	Diagnostic Assessment				
1	What is the geography of Scotland?	● Locate Scotland on a map of the United Kingdom and identify cities and regions	Where is Scotland? What are human and physical features?	● Geography ● Continent ● Asia	- use maps, atlases, globes and online tools to locate place and

		● Identify important physical characteristics of the country ● Describe land use in Scotland	What is the geography of Scotland? How is land used in Scotland? Where is Edinburgh? How is the geography of Scotland similar or different to where you live?	● Oceania ● Africa ● North America ● South America ● Europe ● Antarctica ● Scotland ● Capital city ● Edinburgh ● Physical feature ● Island	human / physical features - gather/present data to: - compare and contrast
2	What is the geography of Wales?	● Locate Wales on a map of the United Kingdom and identify cities and regions ● Identify important physical characteristics of the country ● Explore how land use and physical features are different to Scotland	What is the geography of Wales? Where is the UK? Where is Wales, where is Cardiff? What are physical geographical features? What are human physical features? How is Cardiff similar / different to the place you live? What physical features and human features can we find in Wales and Cardiff? How are the physical features of Wales similar / different to where you live? How is land used in Wales? How is the geography of Wales similar / different to the geography of Scotland?	● Continent ● Geography ● Wales ● United Kingdom ● Physical feature ● Human feature ● Cardiff ● Mt Snowdon ● Coastal plains ● Valley ● Hills ● Mountains ● Coastline ● Agriculture ● National Park ● Human settlements ● Scotland	- use maps, atlases, globes and online tools to locate place and human / physical features - gather/present data to: - compare and contrast

3	What is the geography of Northern Ireland?	● Locate Northern Ireland on a map of the United Kingdom and identify cities and regions ● Identify important physical characteristics of the country ● Explore how land use and physical features are different to Wales	Where is Northern Ireland Where is Belfast? What human and physical features can we find in Northern Ireland? How is the geography of Northern Ireland similar / different to where you live? How is land used in Northern Ireland? How is land used where you live?	● Northern Ireland; ● Belfast; ● Lakes ● Rivers ● Mountains ● Hills ● Coastline ● Giant's Causeway ● Urban ● Rural	- use maps, atlases, globes and online tools to locate place and human / physical features - gather/present data to: - compare and contrast
4	What is the geography of England?	● Locate England on a map of the United Kingdom and identify cities and regions. ● Identify important physical characteristics of the ● country. ● Explore how land use and physical features are different to Northern Ireland.	Where is England and its capital city, London? What physical and human features of England can we find? How is the geography of England similar / different to the other countries in the UK that we have studied? How is land used in England?	● England ● Rivers ● Mountains ● coastline ● Lakes ● London ● Tube ● Underground ● Monument ● Buildings ● agriculture ● National Park ● Human settlement	- use maps, atlases, globes and online tools to locate place and human / physical features - gather/present data to: - compare and contrast
5	Assessment				

Building towards..

Subsequent years:

Year 4 History: How the Romans invaded Britain?

Year 4 Geography: Building Locational Knowledge: Hemispheres and Tropics, Building Locational Knowledge: South America
Year 5 History: How the Vikings invaded Britain (Lindisfarne landings) and Medieval Monarchs over England and Scotland
Year 6 History: Understand the Geography of the countries involved with World War I, World War II and the Cold War and how the UK was involved.

KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

Careers: Diplomat/Foreign Service Officer, International Business Consultant, International Development Specialist, Trade Analyst/Policy Advisor, Cultural Exchange Coordinator, Tourism Manager/Destination Specialist, Journalist/Correspondent, Geopolitical Analyst/Strategist, Language Instructor/Linguist, Geographer/Urban Planner, Tourism, Political Analyst/ Advisor, Geographer, Market Analyst.

Unit 7 Migration - Y4

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Recognise some environments that are different to the one in which they live.
Y1 Geography: Seven Continents , Oceans and Seas Understanding global geography. Year 1 meet staff who are migrants from different continents.
Y2 Geography: Villages, Towns and Cities looking at different settlements and what affects where people live? Understanding Brazil: Looking at the richer and poorer parts of different cities in order to understand different living conditions, Understanding Brazil; How are the populations moving
Y2 History: Explorers and Adventurers is based around different people who travelled from one place to another.
Y3 Geography: Rivers - people migrating due to flooding (Natural Disasters) Mountains, Volcanoes and Earthquakes - exploring forced migration/ displacement.
Y3 History: Prehistoric Britain - palaeolithic era where humans migrated from palace to place (nomads)

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills

0	Diagnostic Assessment				
1	What is migration?	● Explain what migration is ● Set out where migrants go to and from ● Describe how migration affects us	What is migration? What are the different types of migration? Where do migrants tend to go?	● migration ● migrants ● emigrant ● immigrant	- gather/present data to: - explain cause and consequence
2	How do migrants vary?	● Articulate the different types of migration ● Explore the reasons why people migrate ● Describe what push and pull factors are	What is a refugee? What is an economic migrant? What is the difference between a refugee migrant and an economic migrant? What push factors can influence a person to migrate? What pull factors make a country an appealing destination for migrants?	● refugee ● economic migrant ● push factors ● pull factors	- gather/present data to: - explain cause and consequence
3	How does migration affect people and places?	● Explore the positive impacts of migration for the source and host countries ● Explore the negative impacts of migration for the source and host countries ● Examine how the UK has been affected by migration	What is a source country? What is a host country? What are the advantages of migration for the source and host country? What are the disadvantages of migration for the source and host country? How has the UK been affected by migration?	● migration ● source country ● host country ● advantages ● disadvantages	- gather/present data to: - explain cause and consequence

4	What is economic migration?	• Articulate economic reasons for migration • Explore how migration from Europe to the UK has mainly been for economic reasons • Examine the impact of this type of migration	Who are economic migrants? What is the EU? What happened in 2004 with the EU? Why is Poland significant in the economic migration to the UK?	• economic migrant • european union (EU) • seasonal jobs • highly qualified jobs • Poland • push factor • pull factor	- gather/present data to: - explain cause and consequence
5	What is a refugee?	• Understand what a refugee is • Explore why some people are refugees • Investigate why many people have left their home in Syria	What is persecution? What is an asylum seeker? What is happening in Syria? What is a civil war?	• persecution • asylum • asylum seeker • refugee • civil war • Syria	- gather/present data to: - explain cause and consequence
6	How will climate change affect migration?	• Explain what climate change is and how the climate is changing • Examine how climate change is creating climate refugees	What is climate change? What is global warming? What are climate refugees?	• climate change • drought • Bangladesh • climate refugee • Sahara Desert • Sea level • North Africa	- gather/present data to: - explain cause and consequence - explain geographical significance
7	Assessment	• Revision • Quizizz			
Building towards.. **Subsequent years:** **Y4 English:** Unit of Work on The Boy at the Back of the Class (a refugee's journey to the UK)					

Y4 History: Romans and their migration across Europe
Y5 History: Vikings and their migration in order to invade other countries
Y5 English: 'The Boy in the Tower' Unit of Work where people of London escape the city as the Bluchers are eating the concrete, including Gaia - one of the main characters.
Y5 Geography: Natural Resources and Energy and Sustainability **-** Forced Migration due to rising sea levels and climate change
Y6 Geography: Population - reasons for population growth and decline and Globalisation: inequalities between countries.
Y6 History: Jewish community across Nazi controlled Europe becoming refugees as a result of the rise in antisemitism.
Y6 English: Unit of Work on Goodnight Mr Tom, where WIlliam Beech and his friends are evacuated for safety reasons.

KS3: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Careers: Immigration Lawyer, Refugee Resettlement Worker, Humanitarian Aid Worker, Migration Policy Analyst/ Researcher, Social Worker/ Counsellor, Intercultural Trainer/ Cultural Liaison, Community Organiser/ Advocate, Labour Migration Specialist, Education coordinators, Teacher, Journalist, News Media.

Unit 8 Building Locational Knowledge: Hemispheres and Tropics - Y4

Building Blocks:

EYFS: Plant seed and care for growing plants
Begin to understand to need to respects and care for the environment and living things
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them
Understand the effect of changing seasons on the natural world around them.
Recognise some environments that are different to the one in which they live.

Year 1 Geography: The Seven Continents: Southern and Northern hemisphere, Oceans and Seas comparing the Sea in the polar regions to the equator.
Year 2 Geography: Understanding Brazil - comparing different climates zones including the tropics.
Year 3 Geography: Building Locational Knowledge: Europe, Building Locational Knowledge: North America, (compass points) Water, Weather and Climate
Year 3 Geography: Building Locational Knowledge: United Kingdom - to understand the latitude and longitude
Year 1, 2, 3 and 4 Maths : Telling the time: am and pm and 24 hour clock, **Y1 Maths:** compass points**, Y3 Maths**: Horizontal and vertical lines, Year 4: Reading co-ordinates (positional language)

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What are the hemispheres?	• Locate the Northern and Southern hemispheres on a globe & explore countries in each one • Describe the significance and importance of the equator & explore countries that the equator goes through • Identify the Tropics of Cancer and Capricorn and review the latitude of different countries, including the UK	What is a hemisphere? What are the hemispheres / where are they? What continents are in the Northern and Southern hemispheres? Which continents does the Equator pass through? What are longitude and latitude? What are the Tropics of Cancer and Capricorn?	• Hemisphere • Equator • Continents • North • South • West • East • Longitude • Latitude • Cancer • Capricorn • Tropics	- use direction / location vocabulary including: - directions - compass points - geographic co-ordinates
2	What time is it in different countries?	• Review why the time is different in different countries • Explain the significance of the Greenwich Meridian and the date-line	What is a time zone? Why is there a time difference between different countries? What is a meridian and why is it important?	• Time zone • Meridian • Prime Meridian • Date line • Axis	- use direction / location vocabulary including: - directions - compass points

		● Review time zones around the world and the ● implications of this for human activity	What is a date line? What implications are there for human activity?	● Rotation ● Greenwich ● North Pole ● East ● West ● Ahead ● Behind ● Northern Hemisphere ● Southern Hemisphere ● Eastern Hemisphere ● Western Hemisphere ● South Pole	- geographic co-ordinates
3	What is the geography of the Arctic and Antarctic?	● Explore the differences and similarities between the Arctic and Antarctic ● Review the natural resources and human activity on each one	What are the differences and similarities between the Arctic and Antarctic? What natural resources exist on each one?	● Arctic ● Antarctic	- use maps, atlases, globes and online tools to locate place and human / physical features - gather/present data to: - compare and contrast

Building towards..

Subsequent years:

Year 4 Geography: Building Locational Knowledge: South America

Year 5 Geography: Natural Resources following lesson 3 , Biomes depending on their latitude

KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

Careers: Geographer, Climate Scientist, Cartographer, Meteorologist, Ecologist, Environmental Scientist, Tropical Medicine Specialist, International Development Consultant, Agricultural Scientist, Agronomist, Tourism Manager, Destination Specialist, Conservation Biologist/Manager,Marine Biologist/Oceanographer, Geopolitical Analyst/Strategist

Unit 10 Building Locational Knowledge: South America - Y4

Building Blocks:

EYFS: Plant seed and care for growing plants
Begin to understand to need to respects and care for the environment and living things
Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Recognise some environments that are different to the one in which they live.
Y1 Geography: The Seven Continents - Introduction to South America, Oceans and Seas (including Atlantic, Antarctic and Pacific Ocean)
Y2 Geography: Understanding Brazil and CIties, Town and Villages - explore megacities in South America, human and physical features.
Y3 Geography: Mountains, Volcanoes and Earthquakes: Naming mountains and ranges in preparation for the Mountains lesson. Building locational knowledge looking at Human and physical features in North America and Europe.
Y3 Spanish: Where is Spanish spoken in the World?

Y4 Geography: Building Locational Knowledge: Hemispheres and Tropics
Y4 Science: Electricity

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
0	Diagnostic Assessment				
1	Which countries are in South America? What physical features can we find in South America?	• Identify South America on a world map • Identify the different countries of South America • Identify the environmental regions of South America • Explore the physical features of two contrasting South American regions	Is South America a country or a continent? Where is South America? What countries are in South America? What is the difference between physical and human features? What is the difference between a physical and an administrative map? How can we compare the physical features in South America with the ones in our close environment?	• continent • physical feature • human feature • administrative/political map • physical map • landscape • rainforest	
2	What are some of South America's most important human features?	• Identify South America's major cities. Identify where North America's natural resources are located	What are the capital cities of countries in South America? Which different human features can we find on the continent of South America? Can you name the human features of different capital cities in South America?	• capital Cities • human features • Monument • museums • City hall • parliament • cathedral • mosque • temple • stadium	

			How is London similar or different to the capital cities from South America?	• cable car	
3	What are South America's most important economic features?	• Explore economic activity on the continent	What does economic activity mean? Can you name different economic activities in different countries in South America? Can you name different economic activities in different countries in the UK? How do you think the economic activities of the UK is different to that of South America?	• economic • economy • economic activity • resource • agriculture • oil reserve • forestry • Fishing • Mining	
4	What is the geography of Chile?	• Name physical and human features of Chile • Explain how Chile accesses natural resources and the impact on its people	What are the physical features of Chile? What are the human features of Chile? Can you use Google earth and search for the landmarks and locate them on the blank map? What are the similarities and differences between the UK and Chile's physical and human features?	• Chile • Physical features • Human features • population • diverse • Santiago • Similarities • Differences • Landscape • Mountain ranges • Volcanoes • Deserts • Lakes • Border • Main language	

				• Capital city	
5	How are Chile and the UK similar and different?	• Name differences and similarities in physical features between Chile and the UK • Explain how economic activities and land use vary within and across the two countries	What are the differences and similarities in physical features between Chile and the UK? How are human geographical features similar and different between Chile and the UK? How are natural resources similar or different?	• Chile • Physical features • Human features • Population • Main language • Capital city • Santiago • London • Climate • Desert • Rainfall • Natural resources • Similarities • Differences • Precious metals • Coal • Oil • Gas • Crops • Natural gas reserves • Limestone • Iron ore • Mining	
6	Assessment				
Building towards.. **Subsequent years:**					

Year 4 English: Ada's Violin - based in Paraguay based on a true story of the recycled orchestra and explores the poverty that exists in Ada's settlement.

Year 5 Geography: Natural Resources (lesson 5) , Energy and Sustainability (city of Curitiba) and Biomes - the rainforest

Year 6 Geography: Population - studying the favelas in South America

KS3: build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

Careers: Diplomat/Foreign Service Officer, International Business Consultant, International Development Specialist, Trade Analyst/Policy Advisor, Cultural Exchange Coordinator, Tourism Manager/Destination Specialist, Journalist/Correspondent, Geopolitical Analyst/Strategist, Language Instructor/Linguist, Geographer/Urban Planner, Tourism.

Unit 9 Natural Resources - Y5

Building Blocks:

- **EYFS - (UofW)** know how to care for the Natural Environment/ living things in the Sea

  Begin to understand to need to respects and care for the environment and living things
  Continue developing positive attitudes about differences between people
  Explore the natural world around them

  How has improved transport made the world more connected? (Part 1)

  How has improved transport made the world more connected? (Part 2) (Y1 History)

  Seven Continents (**Geography Y1** - What is Europe/ South America like?)

- How are our Oceans under threat? **(Geography - Year 1)**
- Understanding Brazil (including its physical features and what they have to offer. **(Geography - Year 2)**
- Water, Weather, Climate **(Geography - Year 3)** Fossil Fuels/ Deforestation (In Rivers too)
- Volcanoes (**Y3 Geography -** geothermal energy)
- **Y3 Science:** Rocks and soils
- **Y3 History:** Prehistoric Britain - how people lived of the land.
- Building locational knowledge **(Geography - UK/ South America/ Tropics/ Natural Resources (Y3 and Y4)**
- Using alternative power sources in the Electricity topic **(Science Y4)**
- Making simple electrical circuits and switches **(DT - Y4)**

- Migration **(Geography - Y4 - climate change/ Sea levels)**

Y3 and Y4 Geography - Natural Resources explored through building locational knowledge of the hemispheres/ tropics/ North America / South America/ Europe

Lesson :	**Lesson question:**	**Pupils will:**	**Key Questions:**	**Key Vocabulary:**	**Disciplinary Skills**
1	What are the world's natural resources?	● Explain what natural resources are ● Review what the world's most important natural ● resources are ● Examine which countries have the most natural ● resources	Why might Natural resources run out? What are Natural resources used for? Where can they be found? Which countries have the biggest reserves?	● Natural Resources ● Exhaustible ● Renewable ● Cobalt ● Coltan ● Fossil Fuels ● Uranium ● Phosphorite ● Agriculture ● Mining ● Coal Reserves	
2	How has the use of natural resources changed?	● Set out how the world's population has changed over time ● Explore how the use of natural resources has increased ● Examine why the use of natural resources has increased	Why has the World's population increased so much? What factors have allowed for an increase in the human population? What are 3 effects of population increase?	● Population ● Human overpopulation ● Consumption ● Projection ● Manufacturing ● Construction ● Energy ● Economy ● Society ● Exhaustible ● Mortality	

				• Agricultural productivity • Industrial Revolution • Deforestation • Desertification • Extinction • Greenhouse gas • Global Warming • Ozone Depletion • Soil erosion • Montreal Protocol	
3	What resources does Chile have?	• Review where Chile is located • Investigate which natural resources Chile has • Explore why Chile mines copper	Where is Chile? Which countries border Chile? What are Chile's physical features like? What resource did Chile want access to? Where was it found? Who won the War and what did they gain? Why would Bolivia need access to the Pacific Ocean?	• Natural resources • Chile • Copper • Saltpeter (re) • Atacama Desert • Agriculture • Fossil Fuels • The War of the Pacific	
4	What resources does the UK have?	• Review which natural resources the UK has • Understand how coal, oil and gas form • Explain how to access fossil fuels	Where is the UK located? What is special about the UK's location? What are the UK's Natural Resources? Why have coal mines closed?	• Mining • Coal • Pressure • Industrial Revolution	

5	How does resource exploitation cause problems?	● Examine how using fossil fuels causes problems for the environment. ● Explore why mining is very dangerous. ● Review examples of dangerous mines.	Why is the UK's oil and gas production in decline? Why was iron ore an important resource during the industrial revolution?	● Mining ● Coal ● Pressure ● Industrial Revolution	
6	What is the circular economy?	● Describe how humans throw away a lot of materials ● Explain the difference between a linear economy and a circular economy ● Examine how the circular economy will benefit people and the place	Can you name three types of jobs related to the primary sector of the economy? Why are so few people employed in the Primary or Secondary sector? What is a circular economy? What is a linear economy? Why is a linear economy inefficient? In what way is a circular economy more efficient than a linear economy? In what way does the circular economy seek to change consumer attitudes?	● Economy ● Circular Economy ● Linear Economy ● Recycling ● Environment ● Primary Sector ● Secondary Sector ● Tertiary Sector ● Market economy ● Collaborative consumption	

Building towards..

Subsequent years:

Y5 Geography: Biomes - (Global warming/ carbon offsetting / emissions) Energy and Sustainability is the follow on unit.

Y6 Geography: Globalisation (comparing Global inequalities)/ food miles/ carbon emission

KS3: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Careers: Geologist, Forester, Mining Engineer, Environmental Scientist/ Engineer, Water resource Engineer, Fisheries Biologist/ Manager, Energy Analyst/ Planner, Conservation Scientist/ Manager, Agriculture, Land Use Planner.

Unit 12 Biomes - Y5

Building Blocks:

EYFS: Plant seed and care for growing plants
Begin to understand to need to respects and care for the environment and living things
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Understand the effect of changing seasons on the natural world around them.
Recognise some environments that are different to the one in which they live.
Y1 Science, Y2 Science and Y3 Science: Parts of a plant, processes of a plant, Y3 life cycle of a plant, photosynthesis, seed dispersal
Y1 Geography: The Seven Continents, (What is South America like?) Oceans and Seas climate effects on the Oceans and Seas.
Y2 Geography: Understanding Brazil (introduction to the importance of the rainforest and diversity of biomes example)
Y3 Geography: Water, Weather and Climate - How does climate impact on biomes? Precipitation/ permafrost/ tundra. Y3 Rivers - Water cycle/ precipitation
Y4 Geography: Building Locational Knowledge: South America, Building Locational Knowledge: Hemispheres and Tropics Tropics and polar regions
Y5 Geography: Natural Resources - extracting resources, deforestation, conserving the environment - protecting the biomes.

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What are the Earth's biomes?	● Explore the world's many different biomes	What is a biome? How many major biomes are there?	● Flora ● Fauna	

		• Understand that biomes are large ecosystems • Explore how biomes have distinct climatic conditions, flora and fauna	How does climate impact a biome?	• Climate • Land • Ecosystem • Aquatic • Deciduous • Tropical Rainforest • Temperate Deciduous Forest • Coniferous Forest • Tundra • permafrost • Grasslands • Desert • Convection currents • Dense	
2	Where are the Earth's biomes?	• Review the location of different biomes • Examine which biomes occur at different latitudes • Explore which continents are most diverse in terms of biomes • Examine countries with particularly diverse biomes in them	What is a biome? Where do biomes occur in the world?	• Continents: Asia, Africa, North and South America, Europe, Asia, Oceania • Antarctica • Equator • biome	
3	What affects an ecosystem?	• Examine the different factors that affect an ecosystem,	What factors can affect a biome and how?	• Temperature • Precipitation • Climatic factors	

		including rainfall, temperature and sunlight ● Explore how human activity affects an ecosystem		● Biome ● Distribution ● Elevation ● Atmosphere ● Ocean currents ● Physical factor ● Marine organisms ● Polar regions ● Extracting resources ● Overfish ● waste	
4	What is the tundra?	● Identify the characteristics of the tundra ● Review where the tundra is found ● Explore the flora and fauna that inhabit this biome	Where can we find the tundra? What are the features of the tundra What flora and fauna can be found in the tundra? Where do biomes occur in the world? Why does so little flora grow in the tundra?	● tundra ● Continents ● Equator ● Distributed ● Permafrost ● Below freezing ● Flora ● Low diversity ● Photosynthesis ● Fauna ● camouflage	
5	What is the taiga?	● Identify the characteristics of the taiga ● Examine where the taiga is found	Where can we find the taiga? What are the features of the taiga? What flora and fauna can be found in the taiga?	● Taiga ● Continents ● Equator ● Terrestrial ● Precipitation	

		• Explore the flora and fauna that inhabit this biome		• Evergreen • Ash • Fertile • Conifer tree • Wind resistance • Retain • Fauna • Hibernate • Dormant • prey	
6	What are the grasslands?	• Identify the characteristics of the savannah • Examine where the savanna is found • Explore the flora and fauna that inhabit this biome	Where can we find the grasslands? What are the features of the grasslands? What flora and fauna can be found in the grasslands? Why are there so few trees in the grasslands?	• Continents • Grasslands • Low diversity • Species • flora • fauna	
7	How are biomes being damaged?	• Explore how biomes are threatened by climate change • Examine how biomes are threatened by human activity • Predict what the future might hold for Earth's biomes	What is global warming? How are biomes threatened by climate change? How are biomes threatened by human activity?	• greenhouse effect • Atmosphere • Gases • Climate change • global/regional • Evolution • Desertification • Polar ice caps • Coastal regions • Abandon • Sea-levels	

				• Tundra • Savanna • Taiga • Rainforest • desert	
8	How are biomes being protected and preserved?	• Explore different ways that biomes are being protected and preserved • Review the local, national and international solutions that are most successful • Examine how more sophisticated understanding of land use is promoting conservation	What is conservation?	• Habitat conservation • Wildlife conservation • Species • Extinction • Terrestrial • Biodiversity • Carbon dioxide • Acres • Deforestation • Carbon offsetting	
9	Are biomes all equally fragile? (Part 1)	• Review what has been learnt about different biomes and review their relative fragility	Which type of biome is most at risk?	• Tropical rainforest • Temperate deciduous forest • Coniferous forest (taiga) • Biome fragility • Pastoral farming • Deforestation • Arable farming • Logging • Mining	

				• Hydroelectric power • Carbon emissions	
10	Are biomes all equally fragile? (Part 2)	• Draft an extended response that effectively answers these questions		• Tundra • Grasslands (savanna) • Desert • Overfishing • Marine debris • Toxic contaminants • Vegetation • Arable • Pastoral • Unbalanced ecosystems • poaching • Water depletion	

Building towards..

Subsequent years:

Y5 Geography: Energy and Sustainability factors that put pressure on our environment

Y5 Science: All Living Things - describe the reproduction life process of a plant. Animals including humans: how animals are dependent on their habitats.

Y6 Science: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)

KS3: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Careers: Ecologist, Conservation Biologist, Wildlife biologist, Botanist, Climate Scientist, Geographer, Park Ranger, Naturalist, Environmental planner, Horticulturist, Field Biologist.

Unit 13 Energy and Sustainability - Y5

Building Blocks:

- EYFS - (UofW) know how to care for the Natural Environment/ living things in the Sea

  Begin to understand to need to respects and care for the environment and living things
  Continue developing positive attitudes about differences between people
  Explore the natural world around them

  How has improved transport made the world more connected? (Part 1)

  How has improved transport made the world more connected? (Part 2) (Y1 History)

  Seven Continents (Geography Y1 - What is Europe/ South America like?)

- How are our Oceans under threat? (Geography - Year 1)
- Understanding Brazil (Geography - Year 2)
- Town, Cities and Villages (Geography - Year 2)
- Water, Weather, Climate (Geography - Year 3) Fossil Fuels/ Deforestation (In Rivers too)
- Volcanoes (Geography - geothermal energy) Y3
- Building locational knowledge (Geography - UK/ South America/ Tropics/ Natural Resources (Y3 and Y4)
- Using alternative power sources in the Electricity topic (Science Y4)
- Making simple electrical circuits and switches (DT - Y4)
- Migration (Geography - Y4 - climate change/ Sea levels)
- Biomes Y5 (Geography - Global warming/ carbon offsetting / emissions)

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What is sustainability?	● Explore what sustainability is ● Review examples of sustainable and unsustainable practice	What is sustainability? What are factors that are putting pressure on the environment? Why is paper more sustainable than plastic?	● Sustainability ● Poverty ● Environment ● Economy ● Resources	

		• Examine how Tesla's new technology is promoting sustainability	Why are electric cars more sustainable than petrol/diesel cars?	• Development	
2	How do we produce energy? (Part 1)	• How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in humans' capacity to power our world. • Non-renewable and renewable energy and consider the pros and cons of fossil fuels.	What objects are powered by wind? How has steam been used to create energy? What have humans used to create power? Why is renewable energy more sustainable?	• Fossil fuels • Energy • Power • Non-renewable energy • Renewable energy	
3	How do we produce energy?(Part 2)	• Interpreting data about energy production in different countries. • Using this data to plot information on a bar graph. • How renewable energy is produced.	What percentage of _____'s energy is produced by fossil fuels? How is energy produced?	• Percentage • Bar graph • Range • Mean Average	
4	What is special about Curitiba?	• Understand why Curitiba introduced new city plans • Investigate how Curitiba has become more sustainable • Analyse what is unusual about Curitiba	What are the impacts of population growth? What changes were made to Curitiba? How did the changes help to make the city a greener place?	• Curitiba • Bi-articulated bus • Sustainable • Pedestrian • Design • Innovative	
5	How did Freiburg become more sustainable?	• Understand where Freiburg is • Articulate how Freiburg is sustainable	Where is Freiburg? How is the stadium powered?	• Freiburg • mining • Economy	

		● Review what is special about Freiburg	How do the people of Freiburg live more sustainable lives What are the environmentally sustainable features of Freiburg? What are the positive impacts of being more sustainable?	● People	
6	How will we produce and use energy differently in the future?	● Energy security and the need to shift to renewable, sustainable forms of energy. ● Energy security strategies and innovative approaches to energy production.	What is energy security? What are interconnectors? What are the different energy Security Strategies?	● Energy security ● Interconnectors ● Energy consumption	
7	How sustainable is my community?	● Explore how well UK communities measure up to the example of Curitiba and Freiburg ● Review the access to public transport, access to green space and commitment to recycling of a UK community	Why does our waste get moved abroad? Why should Londoners recycle more? Why do our recycling schemes not have as much impact as Freiburg and Curitiba?	● Population ● Boroughs ● Transport ● Waste ● Recycling ● Premature deaths ● Air pollution ● Congestion Charge ● ULEZ Zone ● Electric/ bi-articulated buses ● Local community	
8	Fieldwork: How sustainable is my	● Examine pupils' own community in terms of access to public	What is my local community? What are our local transport links?	● Population ● Boroughs	

	community?	transport: time to walk to the nearest public transport and time to access schools / shops & other ● amenities; green space & recycling	How does recycling and waste collection work in my area? How could you live more sustainably?	● Transport ● Waste ● Recycling ● Premature deaths ● Air pollution ● Congestion Charge ● ULEZ Zone ● Electric/ bi-articulated buses ● Local community	
9	Plan a letter with recommendations for greater sustainability to my local MP	● Use the findings from the fieldwork and the examples of Curitiba and Freiburg to plan a letter to the local council making suggestions for how the community could be more sustainable.	What are the features of a persuasive letter? What is the purpose of this letter? Why is sustainability such an important issue? What job does an MP do? What can you learn from green cities? What recommendation would you give to your MP?	● Symbols ● Transport Links ● Member of Parliament ● Case Study ● Persuasive	
10	Write a letter with recommendations for greater sustainability to my local council	● Identify the right authority figure to write to ● Draft a letter or email incorporating research and the case studies recommending actions to be taken to improve sustainability of the community	What are the features of a persuasive letter? What is the purpose of this letter? Why is sustainability such an important issue? What job does an MP do? What can you learn from green cities?	● Member of Parliament ● Case Study ● Persuasive ● Action	

			What recommendation would you give to your MP?		

Building towards..

Subsequent years:

- Y6 Globalisation Geography (comparing Global inequalities)/ food miles/ carbon emission

KS3: Population Distribution and poverty in Africa, Population and Urbanisation, Russia: Human Geography, Dynamic Economies - changing structure of the economy.

Careers: Sustainability Specialist/Manager, Environmental Scientist/Engineer, Renewable Energy Engineer/Technician, Sustainable Architect/Urban Designer, Corporate Social Responsibility (CSR) Manager, Sustainable Agriculture/Food Systems Specialist, Circular Economy Specialist, Sustainability Consultant, Climate Change Analyst/Policy Advisor, Environmental Educator/Communicator, Aid/ Humanitarian Worker

Unit 14 Population - Y6

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different to the one in which they live.
Year 1 Geography: Seven Continents - population of various continents
Year 2 Geography: Understanding Brazil: How are the populations moving? Population of favelas. Villages, Towns and Cities :Where are the World's people? Densely v sparsely populated, minimum population for megacities.
Year 3 Geography: Building locational knowledge: Europe **-**Where does the population of Europe live?
Year 4 Geography: Migration - how is the World's population moving Building locational knowledge: South America - comparing populations
Year 5 Geography: Natural Resources - the demand on Natural resources due to the global population increasing. Energy and Sustainability: What are the impacts of population growth?

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	Where are all the people?	● Understand how many people live on the planet ● Explore where people are distributed globally ● Examine how the global population has changed in size and distribution	How are the people distributed around the world? What does Sparsely/ Densely populated mean? What can affect population density? Why are some cities sparsely populated? Why are some cities densely populated?	● Population ● Sparsely populated ● Densely populated ● Growth rate ● Population density	
2	Why does the population change?	● Review why populations grow ● Identify reasons why death rates and birth rates change ● Reflect on how the UK's population has changed	What factors contribute to the increase of birth/death rates? What factors contribute to the decrease of birth/death rate? What can we do to increase the life expectancy of our country?	● Population ● Natural increase ● Natural decrease ● Birth rate ● Growth rate ● Life expectancy	
3	What is a population pyramid?	● Explain what a population pyramid is ● Examine why population pyramids are useful ● Create a population pyramid	What is a population pyramid? What information can I gather from a population pyramid? What consequences can an ageing/youthful population have in our society?	● Population pyramid. ● Age break ● Ageing population ● Youthful population ● Geographers	
4	What challenges can an ageing population present?	● Articulate what an ageing population is	What do we mean by an ageing population?	● Ageing population.	

		● Explore why an ageing population can present challenges ● Review examples of challenges	What factors contribute to an ageing population? What are the challenges an elderly person might face? What are the advantages and disadvantages of the increase of the ageing population?	● Advantages / Disadvantages ● Life expectancy ● Death / birth rate ● Retirement. ● Pension	
5	What challenges can a growing population present?	● Describe how increased population density creates challenges ● Examine why slums develop around rapidly growing cities ● Explore how life is Dharavi. ● Reflect on how pollution can become a serious challenge	What do we understand by population density? What consequences a rapid increase of population might have on certain areas? What is a slum? What are the challenges people living in slums face?	● Population density ● Shanty Towns/ Slums ● Eviction ● Sanitation ● Infrastructure ● poverty	
6	What challenges do people face living in slums?	● Explore what challenges slum communities face ● Examine why life can be difficult in Rocinha.	What is a slum or shanty town? Why do you think people might find these terms offensive? What are the factors that contributed to the creation of slums? What are the positive and negative aspects of living in a Favela? What improvements can be made?	● Slums / Shanty Towns ● Informal settlement ● Urbanisation ● Migration ● Sanitation ● Crime ● Colonialism ● Mobility	
7	How can we make sure there is enough	● Articulate the global inequality in access to food	How much food does the world produce?	● Nourish/ Undernourished ● Irrigation	

	food for everyone on Earth?	● Review the challenges of food production ● Review the challenges of food distribution ● Explore possible solutions to the problem	Is the distribution of food fair in the world? What are the challenges when distributing food around the world? What are the possible solutions for the lack of distribution and production of food?	● Farmer ● Distribution ● Food security/insecurity ● Production ● Hydroponics ● Aeroponics	
8	How is the population distributed in the UK?	● Examine population density in the UK ● Analyse maps, satellite images and photographs to explore population density ● Sort examples in order of population density	What are the 4 nations and their capital cities in the UK? Can I locate the 4 nations and their capital cities on a map? What is the difference between country and nation? What is the population density in the UK? How has the population growth changed over the time in the UK?	● Population density. ● High/Low density ● Nation ● Country	
9	How is the population distributed in the UK? Research/ Draft essay (part 1) "A lack of food is the biggest population challenge of our time": to what	● Recap the key points from each of the lessons that they have studied, and consider how to organise them to respond to this statement	How am I going to organise my paragraphs? What conjunctions can I use to add/contrast information and show examples? What point am I going to write about first? What evidence can I use to support my point? What is the possible explanation?	● Population ● Sparsely populated ● Densely populated ● Growth rate ● Population density ● Natural increase ● Natural decrease	

	extent do you agree? (Part 1)			• Birth rate • Death rate • Life expectancy • Population pyramid • Age break • Ageing population • Youthful population • Advantages / Disadvantages • Retirement. • Pension • Shanty Towns/ Slums • Eviction • Sanitation • Infrastructure • Poverty • Slums / Shanty Towns • Informal settlement • Urbanisation • Migration • Sanitation • Crime • Colonialism • Mobility	
10	How is the population distributed in the UK? Write an Essay (part 2) "A lack of food is the biggest population challenge of our time": to what extent do you agree? (Part 2)	• Write an extended piece incorporating learning from the unit to provide a balanced argument about the key population challenges we are faced with	How can I edit and up-level work? What strategies learned in English can I use to improve my writing? Have I included PEE?		

				• Nourish/ Undernourished • Irrigation • Farmer • Distribution	

Building towards..

Subsequent years:

Year 6 Geography: Globalisation - how the World's Population works together with trade. How will globalisation affect migration of people?

KS3: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Careers: Demographer, Population Health Analyst, Urban and Regional Planner, Public Policy Analyst, Market Research Analyst, Environmental Scientist, Social Worker, International Development Specialist, Epidemiologist, Sociologist

Unit 15 Globalisation - Y6

Building Blocks:

EYFS: Plant seed and care for growing plants
Begin to understand to need to respects and care for the environment and living things
Continue developing positive attitudes about differences between people
Know that there are different countries and talk about the differences
Draw information from a simple map
Recognise some similarities and differences between life in this country and life in other countries.
Explore the natural world around them
Understand the effect of changing seasons on the natural world around them.
Recognise some environments that are different to the one in which they live.
Y1 Design and Technology: Cooking and Nutrition: preparing fruit and vegetables
Y2 Geography: Villages, Towns and Cities: How is life different for people living in cities and villages? Understanding Brazil: Pressures on Brazil to cut down trees to provide beef globally.

Y2 Design and Technology: Textiles and different joining techniques.
Y3 Geography: Water, Weather and Climate: effects of climate and food trade.
Y3 History: Prehistoric Britain - how did farming change?
Y3 Design and Technology: Cooking and nutrition: healthy and varied diets, Exploring food and where it comes from
Y4 Geography: Migration - Inequalities across countries
Y4 Art and Design: What are textiles? How can I embellish textiles?
Y5 Design and Technology: Cooking and nutrition: celebrating culture and seasonality, Where does our food come from?, The food industry
Y5 Geography: Natural Resources (comparing Global inequalities)/ food miles/ carbon emission Biomes - Dangers of overfishing, poaching and logging. Arable land for vegetation, Energy and Sustainability: trading energy as an import/ export
Y6 Geography: Population - the increasing population puts pressure on demand in trading globally.

Lesson:	Lesson question:	Pupils will:	Key Questions:	Key Vocabulary:	Disciplinary Skills
1	What is globalisation?	• Articulate what globalisation is • Examine when globalisation began • Explore why the development of transport has been important for globalisation	What is globalisation? When did globalisation begin? What are the different features of globalisation? What has helped globalisation? Why has transport been so important for globalisation? Who is Christoper Columbus?	• Globalisation • Transport • Trade • Technology • Christopher Columbus • Steamships • Railroads	
2	How has globalisation changed the way we communicate?	• Reflect on how communication has changed • Note that internet usage is not globally equal • Summarise the advantages and disadvantages of changing communication	How has the way we communicate changed? Is access to the internet equal? What are the effects of changing communication? What are the advantages and disadvantages of increasing internet usage?	• Communication • Internet • Remote • Cyber- Criminals • Morse code	

3	How does globalisation affect trade?	● Understand what trade is ● Explore how trade has changed ● Examine how trade can bring advantages and ● disadvantages to different people	What is trade? What are the two key aspects of trade? What type of goods in your house are traded? How has globalisation affected trade? How does trade affect different people?	● Trade ● Goods ● Services ● Import ● Export ● Factories ● Connections	
4	What does globalisation have to do with fashion?	● Examine what 'fast fashion' is ● Investigate how the clothing industry has changed ● Review the positive and negative impacts of the globalised clothing industry	What is fast fashion? How has the industry of clothing changed? What are the impacts of the globalised clothing industry? Where are our clothes produced today? What are the top producers of clothing? Why has globalisation caused problems in the clothing industry?	● Fast fashion ● Producers ● Industry ● Clothing ● Developing countries ● Import ● Quality ● Manufacture ● Secondhand clothing	
5	Where were your clothes made?	● Go through their clothes and create a list of where their clothes were made. ● Create a map setting out where clothes were made and how far they have travelled. ● Reflect on the impact of clothes travelling so far for the	Where were our clothes made? How far does our clothes travel? How is the fashion industry harming our environment?	● Manufacture ● Producers ● Carbon emissions ● Polyester ● Impact ● Connections ● Higher/ Lower Cost	

		environment and people making them.			
6	What does globalisation have to do with food?	● Explore which are the most powerful global food companies ● Define a TNC ● Examine the positive and negative impacts of the globalised food industry	What are the most powerful food companies? What makes it easier for companies to operate in so many countries around the world? What is a TNC? What are the impacts of the globalised food industry?	● TNC (transnational Corporation) ● Brands ● Globalisation ● Technology ● Transport ● Companies ● Connections	
7	Where does our food come from?	● Go through the fridge and cupboard and create a list of where the food was produced (country) and by whom (country) ● Calculate the distance food has travelled and research whether that food is grown / produced in the UK	What are food miles? Why does our food come from so many countries? What are the effects of increasing food miles?	● Trade ● Import ● Export ● Food miles ● Climate ● Higher/ Lower Cost ● Production ● Carbon emissions ● Farming ● Agriculture	
8	Where will globalisation lead us?	● Examine the trends in inequality between countries ● Explore the ways in which globalisation has made the world better and worse	What are global inequalities? What does the future hold for globalisation? Has globalisation made the world a better place?	● Inequalities ● Global ● Poverty ● Income ● Undernourished ● Trade	

		● Predict how these are likely to continue in the coming years		● Migration ● Technology ● Tourism	
9	How globalised is your life?	● Keep a diary of activities which globalisation has impacted, including food eaten, people interacted with, shops visited, TV and music consumed	What is the impact of globalisation in our lives? Can I name examples of globalisation? Where would we be without technology? What features shall I include in my poster?	● Trade ● Fashion ● Migration ● Technology ● Music ● Food	
10	What impact has globalisation had on your life?	● Create a video post chronicling the impact of ● globalisation on their life incorporating what they have learnt through this unit	What impact has the globalised fashion industry in our lives? What do you think are the positive/ negative impacts of a globalised fashion industry? What impact has the globalised food industry in our lives? What do you think are the positive/ negative impacts of a globalised food industry? How has globalisation impacted our lives?	● Fast fashion ● Environmental impact ● Wages ● Developing countries ● Food Miles ● TNC (transnational Corporation) ● Connections ● Inequalities	
Y6 History: Cold War: Why did Communism collapse in the Soviet Union and the East? \ **KS3:** human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources					

Careers: International Business Management, International Marketing and Market Research, Supply Chain Management and Logistics, Global Finance and Investment Banking ,International Law and Trade Compliance, Cross-Cultural Communication and Language Services, Global Human Resources Management, Global Development and Nonprofit Work, Global Policy Analysis and Advocacy, Technology and Digital Services

More information

1. Coherence and flexibility

At key stage 2, geography will be offered as a discrete subject, organised into units that are normally ten lessons long. The number of units per year group will vary between 2 and 3, allowing for other foundation subjects in alternating half terms.

This means that teachers will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to geography is organised through thematic enquiry. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?).

Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate. The difficulty of the tasks is pitched at the suggested year group.

2. Knowledge organisation

The topics and proposed sequence are organised around thematic units. These provide a narrative to help students make sense of major geographical concepts (e.g. natural processes, place, scale, interrelationships etc). Units start by developing the knowledge, understanding and skills that underpin the narrative, exemplifying the geographical story through examples of different places, at different scales. This will encourage students to consolidate their understanding, but also help them to contextualise their learning; and develop a broader, global appreciation of places as a result. This curriculum contains a broad
and varied selection of places although teachers can provide students with alternative examples, for instance those which they may have personal experience or knowledge.

There are many different approaches to curriculum design within geography, for example: delivering units through either a regional, thematic, issues- or enquiry- based models. This curriculum has been designed to take a thematic approach, where the application of skills through place is a core principle. Within this approach, different regions of the world are explored and all units provide opportunities to engage with geographical issues, at a range of different scales with a focus on the interactions between people and the environment and how places can change over time.

Within certain units, a more place-focused approach to curriculum design has been taken where the narrative engages with more detailed case studies. Here, the level of detail at which the place is examined is far greater and the place(s) chosen will be more prominent and interwoven throughout an entire unit.

3. Knowledge selection

Decisions about knowledge selection have been guided by:

1. powerful knowledge which underpins the subject, allowing pupils to gain a better understanding of both the discipline and the world.
2. commonly delivered units within the subject
3. the National Curriculum at Key Stages 1 and 2, alongside DfE guidance
4. high quality resources already available to us
5. consultation with secondary specialists to help backwards plan

Content has been selected for this curriculum that involves making connections between the physical and human world through the study of different places and scales. This also involves concepts that induct students into the discipline of geography so that they can think and question like a geographer, allowing them to make sense of the real world, and at the same time be able to make links between place, space and scale and how these interrelationships can change over time.

The suggested curriculum sequence builds through the Key Stages so that as students move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith.

4. Inclusivity and ambition

We want Geography lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils can produce substantial pieces of work; for instance, an extended piece of writing at the end of some units. Our tasks are short and varied and embedded within the lesson videos. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good geographical writing.

5. Pupil motivation and engagement

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives our teachers will reveal the intrinsic value in learning about the ever changing world without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

6. How will pupils make progress?

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Each unit within a Key Stage is a building block of the curriculum and it's sequence is therefore flexible by
design. Lessons within a unit follow the broad format of:

1. exposure to new concepts and ideas
2. consolidation of the concepts and ideas
3. exploring geographical issues related to the theme
4. application of the concepts and ideas (to a place or places).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is designed to ensure that all students, regardless of background or ability, will succeed in geography. The curriculum ensures that students acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

This curriculum is ambitious because it is knowledge-rich, promotes deep thinking and allows students to apply their knowledge and understanding and ask questions like geographers. From this base, students will be able to challenge and engage with future/alternative geographies beyond the curriculum.