



## Geography – Whole School Overview

Curriculum Key:

Locational knowledge    Place knowledge    Human and physical geography    Geographical skills and fieldwork    Environmental and sustainable citizenship

All geography topics begin with an enquiry question. Each enquiry question explicitly facilitates what we want to do with the knowledge we gain.

EYFS

### Throughout Topics

#### Children should learn

##### Understanding the world

- Draw information from a simple map.
  - Spring 1 – Draw information from a simple map.
  - Summer 2 – Draw a map with features of a journey.
- Recognise some similarities and differences between life in this country and life in other countries.
  - Summer 2 – Know that Africa is in a hot country.
- Explore the natural world around them
  - Autumn 2: Walk to local post box to post letters.
  - Summer 1: Walk to local florist.
  - Summer 2: Visit the allotments
- Recognise some environments that are different to the one in which they live.
- Summer 2: Handa’s Surprise – what is her country like? How is it different to ours?

#### ELG: People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
  - Autumn 1: Digimaps - Know that we live in England in the UK and that we are surrounded by water. Know that our school is called St Nicolas, in the town of Nuneaton and that we live in England.
- 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.
  - Summer 2: Read Handa’s surprise – Know the story is set in Africa, observe and discuss differences in clothes, buildings, weather and people and compare to ours. Use a map and globe to find Africa.

#### ELG: The Natural World

- 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.
  - Summer 2: Compare Handa’s journey to the journey we make. What are the similarities and differences?
- Understand some important processes and changes in the natural world around them, including the seasons.
  - Autumn 2: Know the season is Autumn, observe and comment on changes. Know trees lose their leaves and change colour. Go for an Autumn walk, collect ‘Autumn’ items.
  - Spring 1: Know the season is Winter and know the weather will be cold, maybe rain or snow. Explore frost and ice outside.
  - Spring 2: Discuss how features of the area have changed with the seasons. Know that the season is spring and talk about the features of Spring.
  - Summer 2: Know the season is summer and the related weather. Observe and talk about signs of summer – trees having leaves, flowers in bloom, plants growing.



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**Environmental and sustainable citizenship**

Local environment – Protecting and restoring our local environment

- Opportunities to walk to school and become familiar with local area

Empathy – Connecting within the local, national and global community

- Opportunities to observe and discuss different cultures and ethnicity (Handa’s Surprise)

Year 1	My School	Hot & Cold Places	Our Weather
	<p>Enquiry question: Where is my school and what is close by?</p> <p><u>Children should learn</u> Understand geographical similarities and differences through studying the human and physical geography of St Nicolas School and surrounding area.</p> <p><u>Where is my school?</u> Identify that our school is in Nuneaton (a town), Warwickshire (county), England (country), Identify human features of St Nicolas and the surrounding area. Ask where we live, do we live in a town? A village? Use pictures of houses, shops, parks, club, dentists, doctors, traffic lights, road crossing points, farms and ask the children to identify the ones that they pass on their way to school. Use Aerial photographs, photographs and maps of school. Identify specific features in the school grounds including field, trees, willow area, school, car park.</p> <p><u>What is the weather like where I live?</u> Talk about the weather we have in Nuneaton, is it the same all year round? Seasons – look at the different seasons that we have throughout the year. What weather do you expect to see in each season? Create a weather chart for the class to be completed on a daily basis. Measure weather throughout the year using weather station.</p> <p><u>What can I find nearby?</u></p>	<p>Enquiry question: Where are the hot and cold areas on our planet and what are they like?</p> <p><u>Children should learn</u> Human and physical geography Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Is everywhere like Nuneaton?</u> Look at the Globe and identify the position of the Equator and the North and South Poles. Discuss in relation to Nuneaton, identify the UK in relation to Poles on globes and world map. Use the map and ask the children to journey Pole to Pole, what countries did they pass through? Did they recognise any of the countries they went through? Could they travel by sea all the way? What seas/ oceans could they travel on?</p> <p><u>What is it like in cold places?</u> Identify physical features of the Arctic and Antarctic e.g landscape, climate, sea, use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use Aerial photographs, photographs and maps. Children to identify different land use, why are there no trees? Investigate ice melts over time.</p> <p><u>What is it like in hot places?</u> Identify physical features of the Equator landscape/ seas and climate, make comparison with the Poles. Use Aerial photographs, photographs and maps. Investigate droughts.</p> <p><u>Who lives here and what do they do?</u> Identify human features in relation to the Equator and the North and South Poles – settlements Use pictures of settlements and different houses (towns and Inuit settlements). What clothes would they need to wear if they lived on the equator? North or South Pole? Use Aerial photographs, photographs and maps.</p> <p><u>Where would you like to live and why?</u> Talk about the weather we have in Nuneaton and compare with the</p>	<p>Enquiry question: Geographical Vocabulary: Soil, farm, season, weather, vegetation, forest</p> <p><b>Lesson 1:</b> Seasonal weather, make observations about the weather and discuss how this differs throughout different seasons. Children explain how the weather is different in each season? Children will identify and explore and begin to understand ways of recording the weather. How can we show that the weather is different in each season? Use VR goggles: Wild Weather: The Four Seasons</p> <p><b>Lesson 2</b> What is a weather station? Discuss what a weather station is and how it works. Set up weather station in Year 1 outside area. Throughout the rest of the unit use school weather station and collect weekly recordings.</p> <p><b>Lesson 3:</b> Recording the wind. Use compass points and directional language to discuss seasonal and daily weather patterns. Make observations and answer questions about the wind. Ask children to identify what happens when the wind blows an object? Children will use the compass points and directional language to explain and show how the wind is moving as well as using a wind gauge and wind sock. Consider making a wind chime, discuss with the children what is causing the wind chime to make a noise. Try to link to weather forecast. Use VR goggles Anatomy of a Storm</p> <p><b>Wind Direction and Speed</b> <b>Beaufort Scale</b></p> <p><b>Lesson 4: Cloud</b></p>



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Complete a Local Area walk – Count number of bins and amount of rubbish.

Observe and describe what they can see on a local area walk (human features) Draw simple maps of school grounds and route to school. Use a simple picture map to move around the school; Follow a route on a map. By following directions (Up, down, left/right, forwards/backwards) and use simple compass directions (North, South, East and West)

Recognise features and landmarks on aerial photographs (e.g playground, school)

Begin to use digital mapping to identify key features and link them to the photograph.

Geographical Vocabulary

Europe, St Nicolas C of E Academy, school, playground, field, house, car park, post box, office, shop, chemist, town, petrol station, park, club, doctors, surgery, season, weather, city, map, village, factory, farm.

Local Geography and Fieldwork:

Local area walk

Look at and observe the weather area in school

Quiz Shed quiz: <https://www.quizshed.com/en-gb/browse/QHZTPJR>

### **Environmental and sustainable citizenship**

Local environment – Protecting and restoring our local environment

- Fieldwork – Counting amount of rubbish (litter) and number of bins.

Global environment – Protecting our planet

- Climate change - Observe local weather patterns

Equator, North and South Poles. Ask why is the Equator hot? Why are the North and South Poles cold? Look at different things to do and places to visit.

Geographical Vocabulary

Equator, Arctic, Antarctic, North Pole, South Pole, Arctic, Glaciers, Icebergs, Inuit, climate, seasons, oceans, Africa, Asia, Australasia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean.

Local Geography and Fieldwork

Look at and observe the weather area in school

Quiz Shed quiz: <https://www.quizshed.com/en-gb/browse/QEOJZJV>

### **Environmental and sustainable citizenship**

Global environment – Protecting our planet

- Climate change – Investigate drought in hot places, investigate ice melt in cold places.

Look at pictures of different clouds and ask: What weather would you expect if the clouds were like this? Use [Different kinds of cloud - BBC Bitesize](#)

Children observe clouds and perform simple tests to help understand their make-up. (Learn about the different types of clouds.

What do the clouds in the sky today tell us about the weather? [How do clouds form?](#)

### **Lesson 5; The rain**

Children to investigate why it rain and how can we measure how much rain has fallen? They will use a rain gauge to understand how rainfall is measured and why it is important that we know how much rain has fallen.

### **Lesson 6 Local Geography and Fieldwork Suggested Trip: Conkers**

Orienteering challenge at Conkers – Where do I go? Using their Conkers maps, the children go in search of letters located around our woodland trails.

Secret life of seeds at Conkers – The children are encouraged to find and identify different seeds and discuss how they might be dispersed.

### **Environmental and sustainable citizenship**

Local environment – Protecting and restoring our local environment



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Year 2	Nuneaton my Town	UK Countries and Capitals	India
	<p><u>Enquiry question: Where is Nuneaton and what is it like?</u></p> <p><u>Children should learn</u> Understand geographical similarities and differences through studying the human and physical geography Nuneaton and the surrounding area.</p> <p><u>Where is my town?</u> Locate Nuneaton and nearby cities e.g. Coventry and Leicester and their location in the UK. Place Nuneaton on a map of Great Britain and discuss its position and importance compared to the capital cities of the UK. Use an infant atlas to locate countries of UK, Use larger scale maps of the local area – use of digital mapping to identify human and physical features of the local area.</p> <p><u>What is Nuneaton like?</u> Use pictures to identify physical and human features of Nuneaton and identify them on a map. Physical features – River Anker, Hartshill Hayes, quarry Human features – hospital, A5 –Watling Street, Riversley Park, town, Ropewalk, statue of George Eliot, Justice Centre, train station, bus station and St Nicolas. Use larger scale maps of the local area – use of digital mapping to identify human and physical features of the local area. Recognise human and physical features on plan perspectives (e.g Nuneaton town centre)</p> <p><u>What can I find in Nuneaton?</u> Complete a Local Area walk, Nuneaton Visit (walk to Riversley Park – observe graffiti and vandalism and offer solution Observe and describe key human features of Nuneaton town centre</p>	<p><u>Enquiry question: What are the four countries of the UK and what are the capital cities?</u></p> <p><u>Children should learn</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>What is the United Kingdom?</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use a map of the United Kingdom and name and locate the UK’s surrounding seas e.g. The Atlantic Ocean, North Sea, Irish Sea, English Channel. Identify that the UK is in Europe, identify the 4 countries of the UK on the map and their capital cities. Look at the creation of the Union Jack from different component flags. Discuss how union means ‘joined together’.</p> <p><u>What is England like and why is London so important?</u> Show children images that depict different regions of England- a city image in contrast to a countryside image. Children label images to compare and contrast places in England. Use pictures to identify physical and human features of London and identify them on a map. Why is the River Thames important? What is the weather like in London? Why do so many people live in London? Look at pictures of major buildings (landmarks) in London (Tower of London, Big Ben, Houses of Parliament, London Eye, Buckingham Palace, St Paul’s Cathedral) how are they different to Nuneaton. Use a map of London and ask the children what they notice. Are there any parks in London?</p> <p><u>Where is Scotland and what is it like?</u> Use atlases and maps to locate Scotland. Look at the shape of the land and identify some of the many islands surrounding the mainland. Locate the capital city, Edinburgh and the river it stands on (River Leith and the Firth of Forth).</p>	<p><u>Enquiry question: How is our country different to other places in the world?</u></p> <p><u>Children should learn</u> 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>What other continents are there in the World?</u> Look at the Globe and identify the position of the world’s seven continents and five oceans. Discuss in relation to Nuneaton. Use the map and ask the children to journey around the world. What countries did they pass through? What continents did they travel on? Did they cross any Oceans on the way? Could they travel on every continent and every ocean on the way?</p> <p><u>What would it be like to live in Asia? (India)</u> Locate India on a map and identify the surrounding countries and seas. Use pictures to identify some key physical features of India’s landscape/ seas and climate, make comparison with UK. (River Ganges, Himalayas, The Thar Desert) Use Aerial photographs, photographs and maps</p> <p><u>Who lives here and what do they do?</u> Identify human features in relation to India. What are the biggest cities? Where are they located? Use maps of India to find the major cities of Delhi: 30 million, Mumbai: 22 million, Kolkata: 15 million, Bangalore: 12 million. use simple compass directions (North, South, East and West) and locational and directional language to describe where they are in relation to each other.</p> <p><u>What is Mumbai like?</u> Show children images that depict different parts of Mumbai- Children label images to compare and contrast areas of the</p>



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Follow directions (as Year 1 and inc'. NSEW) Use 4 compass points to follow/give directions to identify places. Use agreed symbols to make a simple key. Draw a sketch map of the route to the town centre drawing on key human and physical features that they found on route.

#### Geographical Vocabulary

United Kingdom, England, Scotland, Wales, Northern Ireland, countries, town, church, hospital, park, city, river, county.

#### Local Geography and Fieldwork:

Local area walk to Riversley Park, Nuneaton  
Observe and describe key human features of Nuneaton town centre

Quiz Shed quiz: <https://www.quizshed.com/en-gb/browse/QMNJTUA>

#### **Environmental and sustainable citizenship**

**Local environment – Protecting and restoring our local environment**

- Fieldwork – Observe graffiti and vandalism-offer solutions.

Look at some images of Scotland such as the Grampian Mountains, Loch Ness, thistles etc. and pictures of major buildings(landmarks) in Edinburgh (Arthur’s Seat, The Forth Bridge, Holyrood)

#### Where is Wales and what is it like?

Locate Wales on the map. Discuss the location of major towns and the capital city Cardiff (Cardiff Bay). Look at a relief map of Wales that indicates the shape of the land so children can see where hills and mountains are located, including the Brecon Beacons and Snowdonia. Look at pictures of major buildings(landmarks) Cardiff Castle, Wales Millennium Centre, National Museum Cardiff, Principality Stadium, Llandaff Cathedral

#### Where is Northern Ireland and what is it like?

Use maps and atlases to identify Ireland and more specifically, Northern Ireland. Look at pictures of the Giant’s Causeway and explain that the interesting shape of the rocks is due to a volcanic eruption which happened around 60 million years ago. Find out about Belfast, where is it located (Port of Belfast, Belfast Lough), links to shipbuilding and the Titanic.

#### Geographical Vocabulary

Human and physical features, hill, mountain, landmarks, City, capital, London, Edinburgh, Cardiff, Belfast, population, parliament, ocean, sea, river/estuary, harbour, climate, temperate, valley.

Quiz Shed quiz:

city. Social justice – explore homes and homelessness in the city. Look at different communities and vulnerable societies. Use pictures to identify physical and human features of Mumbai. Look at pictures of major buildings(landmarks) in Mumbai (Gateway of India, Bandra - Worli Sea Link, Siddhivinayak Temple, Rajabai Clock Tower, Taj Mahal Palace) how are they different to famous London landmarks? (Compare with Thames Barrier, St Pauls, Big Ben, Buckingham Palace, House of Parliament)

#### How does the weather in Mumbai compare to London?

What is the weather like in Mumbai.? Use basic geographical vocabulary to refer to: key physical features season and weather. Look at a temperature and rainfall map for London and Mumbai. How are they the same? How are they different?

#### Geographical Vocabulary

Continents, Africa, Asia, Australasia, Europe, North America & South America, oceans, beach, cliff, sea, ocean, river, port, city, coast, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean.

#### Local Geography and fieldwork:

Weather – Look at and observe the weather area in school.

Fieldwork - Walk around the local area – compare UK houses to houses in Mumbai. (houses of multiple occupancy, semi-detached houses, terrace, flats, detached houses)

Quiz shed quiz: <https://www.quizshed.com/en-gb/browse/QAJ0YIQ>

#### **Environmental and sustainable citizenship**

**Social Justice – Creating a fair world**

- Explore homes and homelessness in the city. Look at different communities and vulnerable societies.



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Year 3	The UK	Farming in the UK	Spain
	<p>Enquiry question: What is it like in the UK?</p> <p><u>Children should learn</u> 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</p> <p><u>What are the different geographical areas of Britain?</u> Building a picture of the UK (building on understanding from year 2) Getting to know the British Isles. <b>What biome is UK (Coastal Temperate Rainforest biome.) make comparisons with polar (arctic tundra and Asia (tropical rainforest) link to knowledge from KS1– 8 point compass directions to describe the location of the capital cities and name and locate topographical features of the UK including hills, mountains (Snowdonia, Pennines, Mourne and Cairngorms), coasts and rivers (The Avon, Thames, Trent and the Severn) Use atlases, globes (digital and computer mapping) to locate and describe features studied</b></p> <p><u>Why is Britain divided into different counties?</u> Look at the different regions of the United Kingdom (North East, North West, Yorkshire and Humberside, East Midlands, West Midlands, East Anglia, South West, South East, Wales, Scotland, Northern Ireland) show how these areas are subdivided into counties. Children identify a main county in each region and find out some facts about that county to share with the rest of the class. How do the counties compare to Warwickshire (coastal, mountains, forests, rivers)</p> <p><u>What are the big cities in the United Kingdom?</u> Pick some famous footballing cities from around the United Kingdom (Manchester, Liverpool, Newcastle, Leicester) – name and locate cities and industrial land use and understand how these aspects have changed over time. <b>City comparison study</b></p>	<p>Enquiry question: How is our food grown in the UK?</p> <p><u>Children should learn</u> To use maps and atlases to describe land use in the context of thinking about agriculture. <b>I can explain how land is used for different types of farming.</b></p> <p><u>What do we use land for?</u> Describe and understand physical geography, including: climate zones, biomes and vegetation belts (the plant life with a biome). Look at the Globe and identify different climate zones and what this might mean for plant and animal life. Make links to work in KS1 and identify UK as a Temperate Zone.</p> <p><u>What do we use land for in the UK?</u> Show children images that depict urban and rural areas of the UK. Children label images to compare and contrast the images. Identify what rural areas are used for. Look at a Topographic map of the UK and ask children to suggest where on the map the images could have been taken. <b>Global environment - mention deforestation – how farms have reduced number of trees and now farmers are being encouraged to plant trees.</b></p> <p><u>What farming takes place in the UK?</u> Give children an agricultural land use map for the UK and ask them to identify the different types of farming that take place in these areas. Link to key topographical features and ask children to explain why that type of farming is suited to that area. <b>Can we include fish farms? Look at sustainable farms, how do these differ?</b></p> <p><u>What farming takes place in our local area?</u> Use Ordnance survey maps and identify farms in the local area, children use four and six-figure grid references, symbols and key to build their knowledge Ask children to identify why these farms are located here what natural resources are available that will help that type of farming? <b>Why are there farms in some areas and not in others? Local environment – Going Green - try to grow own crops in the conservation area. Collect water and own compost.</b></p> <p><u>What farming takes place on a local farm?</u> Visit a local farm and use fieldwork to observe, measure, record and present the human and physical features in the local area using a</p>	<p>Enquiry question: Who are our European neighbours?</p> <p><u>Children should learn</u> locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>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,</b></p> <p><u>What are the countries and capitals of Europe?</u> Use the globe and maps to locate Europe on a world map. Use the map and ask the children to journey through Europe. What countries did they pass through as they move West to East? Where does Europe end? What rivers do they pass? Did they cross any seas on their journey? Children to identify the names and capital cities of the major European nations.</p> <p><u>Focus on Spain -What is Spain like?</u> Use maps, atlases, globes and digital/computer mapping to locate Spain and describe its key geographical features. <b>Physical geography, regions and a regional map and their produce / differences between the regions Look at a map of Spain biomes: Mediterranean biome, deciduous forest biome with alpine regions (Pyrenees). Investigate the climate of Spain. Look at record temperatures and climate change. Why do so many people go on holiday there?</b></p> <p><u>What do people do in Spain?</u> Study location of Guadalajara in Spain – city Nuneaton is twinned with. <b>How is faming in Spain different to the UK? How is this linked to its climate? Rivers? What other major industries are there in Spain- investigate tourism</b></p> <p><u>What can we find out about the capital of Spain (Madrid)?</u> Show children images that depict different parts of Madrid. Children label images to compare and contrast areas of the cities with London Use pictures to identify physical and human features of Madrid Look at pictures of major buildings(landmarks) in Madrid (Royal Palace, Assembly of Madrid, Almudena Cathedral) how are they different to famous London landmarks? (Thames Barrier, St Pauls, Big Ben, Buckingham Palace, House of Parliament)</p>



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– name and locate cities of the UK and understand how their characteristics have changed over time – e.g. Birmingham / London /

Fieldwork – Count amount of cars on Windermere Avenue, Higham Lane and Hinckley Road – graph to compare. **Compare this with data from a big city (e.g. Birmingham or London) and why these cities need a congestion charge.**

#### How have populations changed across the United Kingdom?

Look at net migration to the UK over the past 20 years and how types of settlement have changed. **Social justice - The best of British – multiculturalism in Britain – looking at ethnicity and British Values.**

#### Geographical Vocabulary

biome, counties, cities, coastal, temperate, rainforest, topographical, mountains, coasts, rivers, region, forests, migration, settlement, ethnicity.

Quiz Shed quiz:

[QuizShed - What is it like in the UK?](#)

#### Environmental and sustainable citizenship

Social Justice – Creating a fair world

- Doorway Homelessness Project (local area)

Local Environment – Protecting and restoring our local environment

- Fieldwork – amount of cars – noise pollution and traffic.

range of methods, including sketch maps, plans and graphs, and digital technologies

#### How has land use in our local area changed over time?

Use current and historical Ordnance survey maps and Digimap and understand how land use has changed over time Visit a newly built housing estate or the local planning office and allow children to create interview questions to identify plans for the local area. Children use four and six-figure grid references, symbols and keys to build their knowledge

#### Geographical Vocabulary

Farming, mixed arable, dairy sheep, agriculture, forestry, protected land, coastal, freshwater, urban and rural, countries, counties, continent, rivers, mountain ranges, oceans, seas, temperate, climate, biome

#### Local Geography and fieldwork:

- Visit a local farm and use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,
- Visit Mount Pleasant Farm in Birmingham – compare both farms.
- Visit a newly built housing estate or the local planning office.

Quiz Shed quiz: [QuizShed - How is our food grown in the UK?](#)

Suggested visits: Poplars Farm and a new housing estate.

#### Environmental and sustainable citizenship

Global environment – Protecting our planet

- Deforestation - how farms have reduced number of trees and now farmers are being encouraged to plant trees.
- Sustainability and conservation – sustainable farms – how do these differ?

Local environment – Protecting and restoring our local environment

- Going green – grow own crops in the conservation area, collect water and use compost bins.

#### Which country would you rather live in and why?

Show children images that depict different parts of Spain and the United Kingdom. Children label images to compare and contrast.

Identify how the climates of United Kingdom and Spain are the same and different. Look at climate graphs for London and Madrid that show average rainfall and temperatures typically experienced in each location. What do they notice about the two?

Quiz Shed quiz:

[QuizShed - Who are our European neighbours?](#)

#### Environmental and sustainable citizenship

Global environment – Protecting our planet

- Climate change – Look at record temperatures and how climate has changed.



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Year 4	Volcanoes and Earthquakes	Rivers & Water Cycle
	<p>Enquiry question: Why does our world keep changing?</p> <p><u>Children should learn</u> Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.</p> <p><u>What are earthquakes and why do they happen?</u> Investigate what is actually a long way under the Earth’s surface (crust, mantle, inner and outer core). Use BBC and internet and make notes/ diagrams/ models to show the structure of the Earth. Explain plate tectonics and how the different movements of the plates of the Earth’s crust cause earthquakes</p> <p><u>What are volcanoes?</u> Use diagrams and models to investigate the structure of a volcano. Create own diagrams and explain what is happening inside the volcano. Explain meaning of active, dormant and extinct.</p> <p><u>What happens when volcanoes erupt?</u> Identify different types of active volcanoes (Composite (stratovolcano), Cinder Cone and Shield Volcanoes), link to understanding of earthquakes and plate tectonics. Look at the damage caused by major eruptions – ash clouds, underwater eruptions, pyroclastic flow (history link to Pompeii).</p> <p><u>Where are the active volcanoes?</u> Use maps, atlases, globes and digital/computer mapping to locate and name the major areas of volcanic activity around the world. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><u>What is it like living near a volcano?</u> Case study of Mount Etna in Italy. Use maps, atlases, globes and digital/computer mapping to locate Mount Etna. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food (vegetation belt), minerals and water.</p>	<p>Enquiry question: Why do we need rivers?</p> <p><u>Children should learn</u> Name and locate counties , geographical regions and their identifying human and physical characteristics in relation to rivers and understand how some of these aspects have changed over time . Describe and understand key aspects of physical and human geography in relation to rivers and the water cycle.</p> <p><u>How do rivers get their water? (science link)</u> Investigate the water cycle and the life of a River- Upper course, middle course and lower course. Make references to Local river study River Anker- what is its source?</p> <p><u>What are the major rivers of the world?</u> Use the globe and maps to locate major rivers on a world map. Use the map and ask the children to identify one major river on each continent (Africa – River Nile, South America – River Amazon, Asia – Yangtze River, Europe – Volga River, North America – Missouri River, Australasia – Murray River, Antarctica – Onyx River). What countries do the rivers pass through?</p> <p><u>What are the major rivers of the UK?</u> Use maps to locate major rivers in the UK and identify the counties that the river runs through and the sea it ends up in. 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 in relation to rivers Make references to Local river study River Anker- where does it go?</p> <p><u>What river runs through Nuneaton and where does it go?</u> Local river study with visit to Kingsbury Waterpark to study the River Anker and River Tame. 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. Local environment – protecting and restoring natural environment - Speak to local authority or those responsible for our river (River Anker), discuss ideas on how the town can clean it up and restore the natural environment</p>



Curriculum Key:

Locational knowledge    Place knowledge    Human and physical geography    Geographical skills and fieldwork    Environmental and sustainable citizenship

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What is it like living in an earthquake zone?

Case study of Haiti. Use maps, atlases, globes and digital/computer mapping to locate Haiti. Use pictures to show the impact of earthquakes (19 August 2021 & 12 January 2010) on human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Vocabulary

Volcano, earthquake. Northern Hemisphere, Southern Hemisphere, equator, active, dormant, extinct, tectonic plates, molten, pyroclastic flows, ash clouds, volcanic bombs, crater, lava, magma, tsunami, geyser, fault, vent, epicentre, Richter scale, seismometer.

Quiz Shed quiz:

[QuizShed - Why does our world keep changing?](#)

Suggested Visit: Immersive classroom at Queens C of E Academy

How do rivers change over time?

Investigate the processes of Erosion and Deposition. Identify why rivers don't travel in straight lines and what happens when they flood. Look at flood defence systems and why they are needed.

How are rivers used?

Investigate how rivers are used and compare this with how they have been used in the past. Look at rivers suffering from pollution and identify what we need to do to protect our rivers so that we can continue to use them. Explore sustainability and conservation of water.

Geographical Vocabulary

River, waterway, source, tributary, watershed, floodplain, channel, riverbank, estuary, confluence, flow, flood, mouth, silt, Nile, Amazon, upper course, middle course and lower course, pollution

Local Geography and Fieldwork: Local river study with visit to Kingsbury Waterpark to study the River Anker and River Tame.

Quiz Shed quiz:

[QuizShed - Why do we need rivers?](#)

Suggested Trip: Kingsbury Water Park – Rivers

**Environmental and sustainable citizenship**

Local environment – Protecting and restoring our local environment

- Speak to local authority or those responsible for our river (River Anker), discuss ideas on how the town can clean it up and restore the natural environment

Global environment – Protecting our planet

- Explore sustainability and conservation of water.



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Year 5	Mountains	The Rainforest
	<p>Enquiry question: When does a hill become a mountain?</p> <p><u>Children should learn</u> Describe and understand key aspects of physical and human geography with reference to mountains</p> <p><u>What are mountains and where are they in our world?</u> Use maps, atlases, globes and digital/computer mapping to locate the major mountain ranges around the world. Discuss their position. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Case study to focus on the Rocky Mountains in North America (Canada and USA), Alps in Europe, Himalayas in Asia. Create bar graphs of the peaks in different mountain ranges. Which is the tallest/smallest? How many are taller than 5000m?</p> <p><u>What mountains do we have in the UK?</u> Build on previous knowledge from year 3 (knowledge of the UK). Use a topographical map to locate major mountains in the UK and identify the counties that the mountains are in. map of the UK. Where are the highest areas of land? Which countries of the UK are these located in? Where do you think the UK's highest peak might be located? 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 in relation to mountains. Identify contours, slope, summit, ridge, valley, cliff. Use secondary sources to complete fieldwork investigations on UK mountains (Ben Nevis Scotland; Snowdon, Wales; Scafell Pike, England; Slieve Donard, Northern Ireland).</p> <p><u>Are all mountains the same?</u> Use pictures and video clips to look at the shapes of the mountains. Look at pictures of different mountains around the world, what is the same? What is different? Focus on the Rocky Mountains in North America and compare with UK mountains. Identify that some are single summits, some mountains are smooth edged; some, like The Andes, are rockier, some have sheer sides. Identify that they also share many of the same features.</p> <p><u>How do mountains change?</u> Investigate the links between mountains, volcanoes, earthquakes, and plate tectonics. Investigate the formation of different mountains to include: Fold Mountain, Dome Mountain, Volcanic Mountain, Plateau Mountain, Fault-block Mountain. Use maps to plot</p>	<p>Enquiry question: Why are rainforests important?</p> <p><u>Children should learn</u> understand geographical similarities and differences through the study of human and physical geography of a region within South America locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>What is a rainforest?</u> Use maps, atlases, globes and digital/computer mapping to locate rainforests around the world (temperate, boreal and tropical). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Discuss climate and biome, why and how is this biome different to others, for example, desert biome. Look at pictures of forests from United Kingdom, Spain and Brazil what is the same? What is different?</p> <p><u>Where are the rainforests in our world?</u> Use maps, atlases, globes and digital/computer mapping to locate tropical and temperate rainforests around the world. Discuss their position in relation to their climate zone, identify that tropical rainforests are closed canopy forests growing within 28 degrees north or south of the equator and between the Tropic of Capricorn and Tropic of Cancer. Look at pictures of tropical rainforests around the world and compare different rainforests from around the world, what do we notice? Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p><u>Where is the Amazon Rainforest and what plants can we find there?</u> Use maps, atlases, globes and digital/computer mapping to identify the Amazon Rainforest. Identify significant countries, rivers and seas. Investigate the climate within the Amazon Rainforest and the importance of the water cycle, identify the position and significance of the Equator. Look at pictures of the vegetation within the forest and explain in the context of the layers of a rainforest.</p> <p><u>What is life like in the Amazon Rainforest?</u> Look at pictures of settlements within the Rainforest. Look at animal diversity and link to understanding of the layers of the rainforest. Why are there so many different types of animals in</p>



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where different types of mountains occur. Can you spot any patterns in the results? Find examples of each type in the Rocky Mountains in North America (Canada and USA), Alps in Europe, Himalayas in Asia and UK.

#### What is it like in the mountains?

Reference to Alpine Tundra and compare with other biomes that we have studied in previous year groups. Look at the images of the Alps. Are all mountains like this? Is this area like this all year round? Look at the image of the Andes. Is the landscape the same as the Alps? The two locations are at the same altitude (height above sea level) but are very different to look at. Why might that be? (Different seasons, different aspect – facing into or away from the prevailing weather.) Look at some images of the Himalayas. How do the Alps and the Rockies compare with the Himalayas? Investigate the climate, vegetation and weather patterns in these mountain ranges. What impacts the climate/ weather on a mountain?

#### Why do people visit the mountains?

Investigate what impact tourism has on mountains. Why do people visit, climb mountains? Identify positive and negative impacts of mountain tourism. Look at the economic, social and environmental impacts, global environment – reducing waste pollution. Vulnerable societies – look at the impact on the local community. Which mountain ranges get the most visitors and why?

#### Geographical Vocabulary

Contours, Earth's crust, Latitude, Longitude, mountain, tectonic plates, summit, foot, outcrop, valley, ridge, slope, plateau, face, tree line, snow line, gorges

#### Quiz Shed quiz:

<https://www.quizshed.com/en-gb/browse/QFPMVWP>

#### Environmental and sustainable citizenship

Global environment – Protecting our planet

- Reduce waste pollution

Social justice – creating a fair world

- Look at the impact on the local community

the Amazon Rainforest? How do people survive in the Amazon Rainforest? Look at the traditional people of the Rainforests and how they have adapted their way of living to live with the rainforest.

#### How has the rainforest changed over the years?

Use maps, atlases, globes and digital/computer mapping to show how land use in the Amazon Rainforest has changed over time. Look at pictures (before and after) which show different types of economic activity within the rainforest. What are the resources needed for? How have the settlements changed? What has been the impact on animals, plants and indigenous people? Why are the roads important?

#### Why do the rainforests need protecting?

Investigate the importance of the rainforests in terms of current global issues. What dangers do deforestation present to the world? What is our carbon footprint? What is being done to combat this? What is sustainability and fair trade? How is pollution and climate change affecting our rainforests and the wider world? What do I need to do to help protect the rainforests?

#### Geographical Vocabulary

Biomes, Equator, coastal, inland, continent names (Europe, North America, South America, Africa, Asia, Oceania, Antarctica), country names, ocean names, compass directions, Tropical rainforests, Tropic of cancer, tropic of Capricorn, trade links, deforestation, natural resources, energy, food, minerals and water.

Suggested Visitor: Rainforest Dave

#### Quiz Shed quiz:

<https://www.quizshed.com/en-gb/browse/QKTPDFC>

#### Environmental and sustainable citizenship

Global environment – Protecting our planet

- Deforestation
- Sustainability and conservation
- Climate change
- Pollution
- Carbon Footprint



### Curriculum Key:

Locational knowledge    Place knowledge    Human and physical geography    Geographical skills and fieldwork    Environmental and sustainable citizenship

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Year 6	Fair Trade	Coastal Studies & Our Changing World
	<p>Enquiry question: What is fair trade?</p> <p><u>Children should learn</u> 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) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><u>How do my choices impact the world?</u> What choices have you made today? Look at food we have eaten in the past day (what we had for breakfast/ dinner) use maps to identify where the food we have eaten comes from. Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Case study Banana: Investigate the origins of the food on our plate and look at the countries of origin of that food, Explore where bananas are grown and why they grow there and not in other biomes, for example, Desert biome) How did it get here? Follow the journey of a banana from Central America and the Caribbean to Nuneaton.</p> <p><u>Where does chocolate come from?</u> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts in the context of cocoa. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and the Arctic Circle, in the context of identifying and describing a range of places where cocoa beans are grown. Look</p>	<p>Enquiry question: How can we look after our world?</p> <p><u>Children should learn</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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 use fieldwork to observe, measure, record and present the human and physical features including sketch maps, plans and graphs, and digital technologies</p> <p><u>What is the coast?</u> Look at pictures of coastal areas from the United Kingdom, a region in a European country, and a region within North or South America. Identify what is the same and what is different, explain why they are different. Children to identify simple features found in coastal areas. Use photos showing a cave, headland, beach, arch and stack, cliff, wave cut platform. to Children to demonstrate their understanding of these features through providing a short description and locating a named example either using an OS map, reference books or the internet.</p> <p><u>How do coasts change?:</u> What changes occur on coasts every day, discuss the difference between high and low tide, what do they think the place will look like at high tide and low tide? What will be covered or exposed? Explain that the area affected by the tide (the tidal zone) is visited by people for a variety of reasons and is also a habitat for plants and wildlife. What do people, especially children, enjoy doing on a seashore? What plants and wildlife live in or visit the tidal zone? Children draw annotated sketches to show how the place will look at high and low tide. On both sketches, they label the physical features that can be seen in the image as well as the extent of the sea. What might be revealed when the tide is fully out? (Small sandy beach beyond the wave-cut platform, area of shingle, rock pools, etc.) They should include people or wildlife that might visit at low tide. What might people do in a place like</p>



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at world production by identifying the countries around the world where cocoa beans are grown and why they grow there and not in other biomes, for example, Desert biome) (Belize, Bolivia, Cameroon, the Congo, Costa Rica, the Dominican Republic, Ecuador, Ghana, Haiti, India, Ivory Coast, Nicaragua, Panama, Paraguay, Peru, Sierra Leone, and São Tomé and Príncipe).

#### What is fast fashion and what does it mean for my world?

Use maps, atlases, globes and digital/computer mapping to locate cotton producing countries and describe its key geographical features Explore where cotton is grown and why it grows there and not in other biomes, for example, Desert biome) and how it is grown. Investigate climate zone – Case study of the African Savanna. Make comparisons with Savanna and temperate grassland in North America and Asia. How is it grown and by who? What difficulties are faced along the supply chain? Understand the impacts of fast fashion and highlight the difference consumers can make to people's lives through their buying choices using more sustainable fabrics. Where should we get our cotton from? Look at reducing waste and going green. <https://schools.fairtrade.org.uk/teaching-resources/unravelling-the-thread/>  
Recycling clothing project?

#### What Is the Global Supply Chain?

Share the points about how bananas, cotton and chocolate get to the shops? Recap the supply chain What Is Globalisation? Share the company logos from some major multinational companies. How many brands can children recognise? (Apple, Coca Cola, London Underground, McDonald's, Mercedes-Benz, Nike, Playstation and Adidas) Do you think children in North America and South America would recognise the same logos? Discuss children's responses and reasons. Find out about some of the multinational companies located near to our school. How many people do they employ? What do they do to support the local area? Where else do they have offices? Use Google Street View to take a virtual walk along shopping streets around the world. Which brands and companies do the places have in common?

#### How does Fairtrade affect communities?

this? (Crab-hunting in rock pools, fishing, walking a dog.) What wildlife is there/ What is the impact of the waves hitting the cliff?

#### What are the coasts of the UK like?

It is possible to categorise places on the coast by the types of human features which are evident there. In places such as river mouths and deep-water bays, fishing and trading ports have grown. In places with attractive beaches, tourist resorts have developed. Coastlines distant from population centres and/or unsuitable for ports have remained largely unspoilt. Such coasts still suffer from tourism pressures, however, and some have attracted attention as potential locations for wind farms. Children look at different areas around the British coastline and identify and explain why those area has developed as either a fishing and trading port, tourist resorts, unspoilt or energy (nuclear / wind)

#### Coastal fieldwork investigations

Complete a case study and visit Skegness for the day. Children to complete research in class and then complete additional fieldwork to observe, measure, record and present the human and physical features in the area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### What is climate change and what is its impact?

Discussion about their ideas of what is meant by climate change and global warming. Look at causes, revisit the polar regions on a globe or using Google Earth. Use photographs to identify the impact of climate change on the environment and human activity. Identify and make notes on how Arctic ice melt and Antarctic ice melt contribute to sea level rise in different ways. Activity idea: Exploring sea level rise. Create an experiment to show what happens when Ice melts. Children to identify consequences of not doing enough to combat climate change. Case study linked to rising sea levels, investigate a coastal region that has recently undergone or is currently having measures put in place to protect the coastline. Concrete sea walls are built at the base of cliffs, and gabions (huge metal baskets filled with stones and boulders) are placed to reinforce coasts threatened by erosion.

#### Where does our rubbish go?

Look at pollution. What are the waste products that we create in our every day lives and how are they contributing to climate change? Identify different types of pollution (including fossil fuels and energy production) and where it ends up Consider the impact on rivers and the sea with links to the water cycle.



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Investigate fairtrade flowers and cocoa and how the Fairtrade certification initiative was created to form a new method for economic trade which is ethical and considers the producers first. Fair trade producer groups are established in Belize, Bolivia, Cameroon, the Congo, Costa Rica, the Dominican Republic, Ecuador, Ghana, Haiti, India, Ivory Coast, Nicaragua, Panama, Paraguay, Peru, Sierra Leone, and São Tomé and Príncipe.

How can governments, businesses, schools and individuals take collective action for a fairer future?

Class debate. Research Britain’s global trading partners- what are the main countries that Britain does trade with. What do we mean by imports and exports Who Are the UK’s Main Trade Partners? Use maps to identify countries that we import from and export to. Identify what kinds of goods and services we import from or export to each of the countries? Can they explain their choices? Children to identify some positive and negative aspects of this trade. Find out about the wages paid to workers in different countries for similar jobs. Children to identify how trade with these countries might continue or if it should stop.

Local Geography and Fieldwork:

Visit a supermarket – look at food labels to see where food has come from, look in clothes shops at labels to see where items have come from.

Quiz Shed quiz: [QuizShed - What is fair trade?](#)

**Environmental and sustainable citizenship**

Social Justice – creating a fair world

- Fair trade

Global environment – Protecting our planet

- Sustainability and conservation
- Going green – Recycle clothing project

What is my carbon footprint?

Identify how we create a carbon footprint with the things we do every day. Ask the children to identify their daily routine from the moment they get up in the morning. Which of their actions are contributing to their carbon footprint? Create a campaign to encourage people to reduce their carbon footprint by using more sustainable products (solar panels, wave and wind power) and making our homes more energy efficient. Posters, radio adverts, write to local and national politicians

Local Geography and Fieldwork

Complete a case study and visit Skegness for a day trip. Complete additional fieldwork to observe, measure, record and present the human and physical features in the area

Quiz Shed quiz:

[QuizShed - How can we look after our world?](#)

**Environmental and sustainable citizenship**

Global environment – Protecting our planet

- Climate change
- Pollution

Further Opportunities:

National and International events explored and celebrated in school e.g. Environment Week