

# **Avonwood Primary School**

## **Geography Curriculum Policy**



**September 2023**

**Subject Leader: Mrs Short & Mrs Turner**



**Avonwood Primary School**

**The best in everyone™**

Part of United Learning

## Contents

1.0	Our School Vision	3
1.1	How our whole school vision links with geography	4
2.0	Subject Intent, Implementation & Impact	5
2.1	Subject Intent	5
2.2	Subject Implementation	5
2.3	Subject Impact	6
3.0	Sequencing of the Avonwood Geography Curriculum	7
3.1	Whole School Overview: Long Term Planning	7
3.2	Knowledge & Skills Overview – EYFS	10
3.3	Knowledge & Skills Overview – KS1	14
3.4	Knowledge & Skills Overview – KS2	20
4.0	Geography Curriculum Resources	34
4.1	Example Medium Term Plan	34
4.2	Lesson Structure	35
4.3	Example Knowledge Organiser	36
4.4	Assessment	37
5.0	Roles and Responsibilities	39
5.1	Class Teacher	39
5.2	Subject Leader	39
5.3	Senior Leadership Team	39

## 1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' and enjoy a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

## 1.1 How our whole school vision links with geography

The Avonwood Curriculum for geography provides all children, regardless of their background, with a set of core ideas that will enable all students to experience a personal sense of awe and wonder when describing and explaining the world around them. Our curriculum ensures that children will master core content through the development of key concepts and timely revisiting of key knowledge. The curriculum has been sequenced and specific knowledge selected to allow for gradual development of vertical concepts – the ‘big ideas’ in geography – to provide firm foundations for KS3 and KS4. At Avonwood we purposefully teach appropriate knowledge, to aid current and future understanding, and to smooth the transition to KS3. We encourage children to apply and make connections between the curriculum and the wider world.

The geography curriculum at Avonwood Primary School provides children with:

- Substantive knowledge selected to build children's understanding of three geographical vertical concepts:
- ‘Location and place’ The location of the world’s continents, countries and place, and the key physical and human characteristics of each;
- ‘Geographical scale’ Considering the local, national and global scale and understanding how causes and effects occur at all scales;
- ‘Interconnections’ How are the human and physical worlds connected? How are different locations connected at different scales?;
- A balanced view of the countries of the world, to address misconceptions and negative stereotypes;
- Explicit teaching of core disciplinary knowledge, and the ability to approach challenging, geographically-valid questions;
- Opportunities to undertake fieldwork, outside the classroom and virtually.

Throughout our curriculum we have selected examples that inspires children’s’ curiosity about the world and its geography. In addition, we have supplemented our curriculum with geographical enquiry skills that have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in mathematics or science, such interpreting line graphs or setting hypotheses. Fieldwork is also purposeful, and either gives children opportunity to explicitly practise relevant disciplinary knowledge or to reinforce substantive knowledge.



## 2.0 Subject Intent, Implementation & Impact

### 2.1 Subject Intent

Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. At Avonwood, we ensure that foundational knowledge, skills and concepts are secure before moving on. Children revisit prior learning and apply their understanding in new contexts (including their specific local area) and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

The geography curriculum is relevant and coherent substantive knowledge of the world that is built gradually using subject-specific pedagogy from EYFS to Year 6 and beyond and includes a balanced view of the countries of the world, to address misconceptions and negative stereotypes. Within lessons, there will be explicit teaching of core disciplinary knowledge and the ability to approach challenging, geographically valid questions. Geographical enquiry skills have been sequenced across the year groups and, where appropriate, review and build on relevant knowledge that is first taught in mathematics or science, such as interpreting line graphs or setting hypotheses. We seek to carry out opportunities to undertake fieldwork, outside the classroom and virtually. Fieldwork is purposeful, and either gives children the opportunity to explicitly practice relevant disciplinary knowledge or to reinforce substantive knowledge.

Substantive knowledge is selected to build children’s understanding of three geographical **vertical concepts**:

1. **Location and place:** The location of the world’s continents, countries and places, and the key physical and human characteristics of each
2. **Geographical scale:** Considering the local, national and global scale and understanding how causes and effects occur at all scales
3. **Interconnections:** How are the human and physical worlds connected? How are different locations connected at different scales?

### 2.2 Subject Implementation

The Avonwood geography curriculum is adapted from the United Learning curriculum and is aligned to the National Curriculum 2014 and Programmes of Study for KS1 and KS2 and ‘Understanding of the World’ in the Early Years Foundation Stage.

The Avonwood geography curriculum sets out the units that should be covered in each year. Within each year, the units have been sequenced in a logical way that the means that substantive knowledge and skills progresses from one to the next and there is gradual understanding of ‘vertical concepts’.

All lesson plans are based on Rosenshine principles and reflect best practice. Teachers use assessment for learning to tailor lessons around our children and help plan for subsequent sequences of lessons.

All units include:

- A pre unit formative assessment:
- A knowledge organiser which outlines knowledge (including vocabulary) all children must master
- A cycle of lessons for each subject, which carefully plans for progression and depth
- Continuous formative assessment to identify misconceptions and fill gaps in knowledge
- Opportunities to apply ideas and knowledge for example, trips and visits from experts

At Avonwood, geography is taught for half a term (with the other half-term being history) per each term. Within each lesson, opportunities for formative assessment are provided and teachers continually adapt their lesson delivery to address misconceptions and ensure that children are keeping up with the content.

### 2.3 Subject Impact

Our geography curriculum is high quality, well-sequenced and is planned to demonstrate progression. Our geography curriculum aims to help equip children with the knowledge and skills that they need to be understand and notice the world around him. At Avonwood, we inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As children progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Tracking of knowledge in geography exercise books
- Tracking of knowledge in post learning quizzes
- Challenge questions for children to apply their learning in a philosophical/open manner



## 3.0 Sequencing of the Avonwood Geography Curriculum

### 3.1 Whole School Overview: Long Term Planning

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Marvellous Me / Look at Me</b></p> <p>The house and street I live on</p> <p><b>It's getting cold / Bears</b></p> <p>Weather and habitats around the world</p> <p><b>Polar express / Special days</b></p> <p>Polar habitats</p>	<p><b>All About Me</b></p> <p>Recognise some environments that are different to the one in which they live.</p> <p><b>My heroes</b></p> <p>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</p>	<p><b>Here I am</b></p> <p>[Aut 1]</p> <p>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>	<p><b>Mini Mappers</b></p> <p>Studying the human and physical geography of the local area with an introduction to scale and fieldwork</p>	<p><b>United Kingdom</b></p> <p>[Aut 1]</p> <p>Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region</p>	<p><b>Brazil and South America</b></p> <p>Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro</p>	<p><b>Investigating world trade</b></p> <p>[Aut 1]</p> <p>Understanding the distribution of the world's natural resources and these are traded between places across the world</p>	<p><b>Improving the environment</b></p> <p>[Aut 2]</p> <p>Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.</p>

<b>Spring</b>		<p><b>Where we live/Chinese New Year</b></p> <p>Picture maps and plan views, simple human and physical features</p> <p><b>Spring in our step</b></p> <p>Explain some similarities and differences between life in this country and life in other countries</p>	<p><b>Where we are</b></p> <p>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>	<p><b>Hot and cold deserts</b></p> <p>[Spr 1]</p> <p>Locating hot and cold deserts, and identifying common physical and human features</p>	<p><b>Investigating volcanoes</b></p> <p>Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere</p>	<p><b>Tropical rainforests</b></p> <p>[Spr 2]</p> <p>Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)</p>	<p><b>Looking at North America and Water</b></p> <p>Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.</p>	<p><b>On the move</b></p> <p>[Spr 1]</p> <p>Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK</p>

<b>Summer</b>	<p><b>All creatures great and small 1 / 2</b></p> <p>Animals that live in grassland and tropical rainforest habitats, and locating these on a globe</p>	<p><b>Once there were dragons</b></p> <p>Explore the natural world around them</p>	<p><b>There you are</b></p> <p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the</p>	<p><b>Rivers, seas and oceans</b></p> <p>Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers</p>	<p><b>Looking at Europe and tourism</b></p> <p>[Sum 1]</p> <p>Comparing the human and physical features of the Alps, Lake District, Bournemouth</p>	<p><b>Earthquakes and human settlements</b></p> <p>Understanding why earthquakes take place and what effects they had in Haiti and Japan</p>	<p><b>Climate across the world</b></p> <p>[Sum 1]</p> <p>Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on</p>	<p><b>I am a geographer</b></p> <p>Posing questions, completing fieldwork and presenting a geographical investigation</p>



		<b>Science Detectives</b>  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts	UK with an area in Kenya	and coastal areas	and the Amalfi Coast, and exploring the impact of tourism in these areas		vulnerable biomes	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	-------------------	--------------------------------------------------------------------------	--	-------------------	--

### 3.2 Knowledge & Skills Overview – EYFS

Term & Focus	Early Learning Goal	Pupil outcomes / Year 1 readiness Skills, knowledge and understanding	Other opportunities to develop understanding	Diversity & Inclusion opportunities
<b>Autumn1</b> <b>All about me</b>  <b>Autumn 2</b> <b>My Heroes</b>	<u>Development Matters – Reception</u> <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Recognise some environments that are different from the one in which they live;</li> </ul> <u>Understanding the World – People, Cultures and Communities</u> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Explain some similarities and differences between</li> </ul>	<b>I know about ...</b> <ul style="list-style-type: none"> <li>My class and school</li> <li>People in my local community</li> <li>Seasonal changes</li> <li>Environments that are different to the one in which I live</li> <li>People I know have different customs &amp; traditions, and people in different countries have different customs &amp; traditions.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>Talk about my school.</li> <li>Talk about my environment at school and home expressing an opinion about it.</li> <li>Identify changes in the weather and environment linked to seasons.</li> </ul>	Consider a living environment different to the one you live in. Do you know someone who lives in a different country? How is life the same for them? How is life different for them?

	<p>life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>			
<p><b>Spring 1</b> <b>Where we live</b> <b>Chinese New Year</b></p> <p><b>Spring 2</b> <b>Spring in our Step</b></p>	<p><u>Development Matters – Reception</u></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Draw information from a simple map.</li> </ul> <p><u>Understanding the World – People, Cultures and Communities</u></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries,</li> </ul>	<p><b>I know about ...</b></p> <ul style="list-style-type: none"> <li>• Where I live, my local area, and can describe it</li> <li>• Some key features of where I live</li> <li>• A map is a drawing from above</li> <li>• That the environment around me is varied</li> <li>• Environments that are different to the one in which I live</li> <li>• Similarities and differences between my local community and others around the world</li> <li>• People I know have different customs &amp; traditions, and</li> </ul>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• Talk about my home and where I live.</li> <li>• Talk about places I have visited and say how that place was similar or different to my usual environment.</li> <li>• Talk about my environment at school and home expressing an opinion about it.</li> <li>• Visit local places.</li> <li>• Create maps and map symbols of my local area.</li> <li>• Use appropriate vocabulary e.g. town, house,</li> </ul>	

	<p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>people in different countries have different customs &amp; traditions.</p> <ul style="list-style-type: none"> <li>Seasonal changes</li> </ul>	<p>flat, path, temple, mosque, church.</p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Talk about built environments.</li> <li>Compare my country and traditions to Chinese traditions and ways of life.</li> <li>Use geographical words e.g. forest, beach, mountain when looking at physical features of different landscapes</li> <li>Identify changes in the weather and environment linked to seasons.</li> </ul>	
<p><b>Summer 1</b> <b>Once there were dragons</b></p> <p><b>Summer 2</b> <b>In the garden</b></p>	<p><u>Development Matters – Reception</u></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> <p><u>Understanding the World – People, Cultures and Communities</u></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation,</li> </ul>	<p><b>I know about ...</b></p> <ul style="list-style-type: none"> <li>Significant places in my community</li> <li>Different climates around the world</li> <li>Some simple things I can do to help the planet</li> <li>Human impact on the local environment</li> </ul>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>Talk about places I have visited and say how that place was similar or different to my usual environment.</li> <li>Talk about ways to help look after my local environment.</li> <li>Identify changes in the weather and environment linked to seasons.</li> <li>Identify and talk about different animals and their habitats.</li> </ul>	

	discussion, stories, non-fiction texts			
--	-------------------------------------------	--	--	--

Term & Focus	National Curriculum Objectives	Knowledge	Skills	<i>Diversity and Inclusion opportunities</i>
Autumn  Here I am	<p>Use world maps, atlases and globes to identify the United Kingdom</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• I know we live on the Earth; geography is about studying the world.</li> <li>• I know human settlements can be a city, town, or village, depending on their size.</li> <li>• I know how to Interpret and give locations and directions using left and right.</li> <li>• I know how human features man-made, physical features are those that would be there without humans.</li> <li>• I know human and physical features in my local area.</li> <li>• I know how to draw a basic field sketch of one area.</li> </ul>	<ul style="list-style-type: none"> <li>• I can examine photographs of villages, towns and cities in groups, and then will locate themselves on a local and national map.</li> <li>• I can practice drawing familiar objects in the classroom from above.</li> <li>• I can name features in the local area, discuss what children see on a route in their local area and draw these on a journey.</li> <li>• I can practice using directions of left and right, and practice this further by directing each other using a simple map.</li> <li>• I can draw a route on a map and label features.</li> <li>• I can use a simple map in a plan view.</li> <li>• I can sort images into human and physical features, and then will walk around the school grounds identifying human and physical features.</li> <li>• I can leave the school grounds and identify features and draw a basic field sketch.</li> </ul>	Show children different maps that are not 'UK centred' to vary perspective



<p><b>Spring</b></p> <p><b>Where are we</b></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<ul style="list-style-type: none"> <li>• I know my home, our school and our community is at the local scale, UK and countries are at the national scale.</li> <li>• I know the UK is made of four countries: England, Scotland, Wales and Northern Ireland.</li> <li>• I know the capital cities of the four countries in the UK.</li> <li>• I know rural means countryside, urban means towns and cities.</li> <li>• I know rural areas include farmland. This can be for either pastoral or arable farming.</li> <li>• I know the amount and types of wildlife varies between rural and urban areas.</li> <li>• I know coastal areas are areas of land that are near the sea. They can be rural or urban.</li> <li>• I know features in coastal areas include beach, cliff, sea and ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• I can practise naming the countries of the UK and will label and draw over borders on my own map of the UK.</li> <li>• I can locate and practise naming the capital cities of the UK and recognise the difference between the land of the UK and the sea that surrounds it.</li> <li>• I can show these on my own maps.</li> <li>• I can learn the key vocabulary of urban, office, shop, house and factory, and will identify these from photographs of urban areas in the UK.</li> <li>• I can see some plants and animals that are common to urban areas in the UK and may look for some of these in their school grounds.</li> <li>• I can label beaches, cliffs and coast on images of coastal areas in the UK.</li> <li>• I can identify features from aerial photographs of a range of areas: the four capital cities of the UK, a rural area of Wales and my local area.</li> </ul>	
<p><b>Summer</b></p> <p><b>There you are</b></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the countries, continents and</p>	<ul style="list-style-type: none"> <li>• I know there are seven continents in the world, six of which people live on.</li> <li>• I know there are countries within each continent (except Antarctica).</li> <li>• I know the school and community are at the local scale, and countries are at the national scale, continents are at the global scale.</li> <li>• I know the Equator is an imaginary line across the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use Google maps.</li> <li>• I can name the of the seven continents of the world.</li> <li>• I can use a globe, and identify the Equator, the North Pole and South Pole.</li> <li>• I can use the directions north and south.</li> <li>• I can use an atlas to identify an appropriate map to locate Kenya.</li> <li>• I can compare life in Nairobi to life in the local urban area.</li> </ul>	<p>Compare the physical features of the UK and a small area of a contrasting non-European country. How are the physical and human features similar and different in the</p>

	oceans studied at this key stage	<ul style="list-style-type: none"> <li>• I know the North Pole and the South Pole are at the top and bottom of the Earth.</li> <li>• I know Kenya is a country in Africa which has the Equator running through it.</li> <li>• I know urban areas in different parts of the world have similarities and differences.</li> <li>• I know there are poorer and wealthier areas in every city.</li> <li>• I know the human and physical features of Nairobi and local city in UK.</li> <li>• I know rural areas in different parts of the world have similarities and differences.</li> <li>• I know the human and physical features of Naro Moru and local rural area in UK.</li> </ul>		UK compared to Kenya?
--	----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------

<i>Term &amp; Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<b>Autumn Mini Mappers</b>	<p>Included relevant human and physical geography of local area (building on Y1 learning)</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<ul style="list-style-type: none"> <li>• I know location is a point on a map.</li> <li>• I know place is the emotional attachment to a location.</li> <li>• I know there are four compass directions, north, south, east and west and these are different from left, right, up and down.</li> <li>• I know scale is used to show size proportionally.</li> <li>• I know a map scale is the relationship between a distance on a map and the corresponding distance on the earth.</li> <li>• I know how to draw a sketch map of a route with some approximate scale and features in correct order.</li> <li>• I can interpret basic OS map symbols.</li> <li>• I know how to make simple conclusions about a fieldwork enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the 4-compass points and apply this to directions</li> <li>• I can use scale for smaller and bigger objects.</li> <li>• I can approximate a route to scale.</li> <li>• I can draw a route on a sketch map to scale.</li> <li>• I can use a key to identify features on a map and match up OS map symbols to my name within a key.</li> </ul>	Compare human and physical features to another country.

	Use simple field and observational skills.			
<b>Spring</b>  <b>Hot and cold deserts</b>	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Identify seasonal and daily weather patterns in the hot and cold areas.	<ul style="list-style-type: none"> <li>• I know the difference between weather and climate.</li> <li>• I know what a desert is.</li> <li>• I know where hot and cold deserts are located.</li> <li>• I know the features of hot deserts.</li> <li>• I know the features of cold deserts.</li> <li>• I know the difference between hot and cold deserts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell the difference between climate or weather.</li> <li>• I can identify the key features of the desert.</li> <li>• I can locate deserts on a map and also on Google Earth.</li> <li>• I can create my own maps of hot and cold deserts.</li> <li>• I can identify features of a hot desert using photographs and then sort them into human and physical features.</li> <li>• I can identify features of a cold desert using photographs and then sort them into human and physical features.</li> <li>• I can review my knowledge of hot and cold deserts, and then compare Sahara and the Antarctic deserts in a Venn diagram.</li> </ul>	How do these differing climates impact everyday life?

<p><b>Summer</b></p> <p><b>Rivers, Seas and Oceans</b></p>	<p>Use aerial photographs to recognise landmarks and key human and physical features of a river.</p> <p>Use simple compass directions and directional language to describe routes of a river on a map.</p>	<ul style="list-style-type: none"> <li>• I know rivers, lakes, seas and oceans are all bodies of water. Rivers flow into lakes and seas; seas connect to oceans.</li> <li>• I know rivers travel from highland areas (the source) to lowland areas (the mouth).</li> <li>• I know how land/ivers are used by humans.</li> <li>• I know the seas that surround the UK are the North Sea, the Irish Sea and the English Channel.</li> <li>• I know there are five oceans in the world. These are larger than seas.</li> <li>• I know the seas around the UK flow into the Atlantic Ocean.</li> <li>• I know the human uses of seas and oceans.</li> <li>• I know how to protect our seas and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify water in our local area.</li> <li>• I can identify rivers, lakes, seas and oceans and state which ones have fresh and salt water.</li> <li>• I can label a diagram with the journey of a river.</li> <li>• I can describe the landscape near the source and mouth of a river.</li> <li>• I can look at photographs and decide whether they show economic or leisure.</li> <li>• I can discuss the risks of flooding with the use of aerial photographs.</li> <li>• I can name the seas around the UK and the oceans of the world.</li> <li>• I can discuss the similarities and differences between seas and oceans using maps to support this.</li> <li>• I can discuss how humans use rivers for economic and leisure activities.</li> <li>• I can describe the use of seas and rivers to humans.</li> <li>• I can explain the threat of overfishing and why overfishing is not sustainable.</li> </ul>	<p>To consider how travelling the oceans led to new developments of new countries.</p>
------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

<i>Term &amp; Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<b>Autumn United Kingdom</b>	<p>Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time.</p> <p>Identify different types of settlement.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using</p>	<ul style="list-style-type: none"> <li>I know the UK is made of four countries: England, Scotland, Wales and N Ireland; Great Britain is made up of England, Scotland and Wales; British Isles is made up of England, Scotland, Wales, Northern Ireland and Ireland.</li> <li>I know regions in England and the UK are split into counties.</li> <li>I know the name of the county that I live in.</li> <li>I know the three longest rivers in the UK are the Severn, Thames and Trent.</li> <li>I know physical features of The New Forest include forests, river, and valley.</li> <li>I know settlements can be hamlets, villages, towns and cities, depending on their size.</li> <li>I know human features of the New Forest include national parks, hamlets, villages.</li> <li>I know land use in The New Forest has changed over time (green</li> </ul>	<ul style="list-style-type: none"> <li>I can use a map of the UK and identify and locate the four countries.</li> <li>I can use maps to identify differences.</li> <li>I can use an 8-point compass to locate regions of England.</li> <li>I can identify English counties using a map and locate the county in which I live.</li> <li>I can identify and locate key UK rivers and mountain ranges on a physical map.</li> <li>I can use an OS map extract and OS map of the local area to identify what the map shows.</li> <li>I can use OS map symbols and identify which are human and physical features and categorise using correct symbol with colour.</li> <li>I can understand what a National Park is and their location in the UK, with the use of a map.</li> <li>I can locate the New Forest and complete a written paragraph with key facts.</li> </ul>	<p>Identify different types of settlements and look at the impact these have on opportunities. Are the opportunities equal for everyone- do some have access to more than others? Do you think children who grow up in a hamlet have the same opportunities as children who grow up in a city?</p> <p>Review different types of maps that are not 'UK centered'.</p>



	a range of methods, including sketch maps, plans, graphs and digital technologies. Primary/ secondary data.	space is filled; towns have become larger).	<ul style="list-style-type: none"> <li>I can use photographs and vocabulary to understand how people use physical features in the New Forest.</li> <li></li> </ul>	
<b>Spring</b> <b>Volcanoes</b>	Locate the world's countries, using maps to focus on North America concentrating on the key physical characteristics.	<ul style="list-style-type: none"> <li>I know the structure of the Earth.</li> <li>I know what a volcano is.</li> <li>I know how volcanoes form.</li> <li>I know where we would find a volcano.</li> <li>I know that all volcanoes are not the same.</li> <li>I know the effects of volcanoes on humans.</li> <li>Case Study of a volcano – Mount Etna and La Soufriere.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the different layers in the structure of the Earth.</li> <li>I can describe how volcanoes are formed.</li> <li>I can identify where volcanoes are located.</li> <li>I can discuss the differences between different types of volcanoes.</li> <li>I can discuss the effects that volcanoes have on humans.</li> <li>I can carry out research about the impact of physical geography on the human population.</li> </ul>	To consider how some countries and areas in the world are more likely to suffer as a result of their location and the impact this could have. To also consider the benefits of living near a natural hazard.

<p><b>Summer Looking at Europe and Tourism</b></p>	<p>Locate the world's countries, using maps to focus on two contrasting European countries, concentrating on their environmental regions, key physical and human characteristic and major cities.</p> <p>Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the contrasting countries.</p>	<ul style="list-style-type: none"> <li>• I know Europe is a continent made up of a number of different countries.</li> <li>• I know each country of Europe has a capital city.</li> <li>• I know there are a variety of human and physical features in the Alps.</li> <li>• I know the Amalfi Coast is located in Italy and there are a variety of human and physical features along the Amalfi Coast.</li> <li>• I know tourism is the business of supporting and encouraging tourists and has both positive and negative impacts.</li> <li>• I know Bournemouth is a popular tourist destination.</li> <li>• I know the Amalfi Coast and the Alps experience many positive impacts from tourism and are mainly classified as economic and social.</li> <li>• I know the Amalfi Coast and the Alps experience a number of negative impacts from tourism and are mainly classified as environmental and social.</li> <li>• I know the Amalfi Coast and the Alps rely heavily on tourism, and there are ways that it can be managed responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a political map of Europe to identify the countries and capital cities.</li> <li>• I can use an 8-point compass to give directions.</li> <li>• I can use an atlas and a physical map of Europe, children will locate the countries in The Alps mountain range.</li> <li>• I can classify human and physical features.</li> <li>• I can use an atlas and a physical map of Italy, children will locate the Amalfi Coast.</li> <li>• I can classify human and physical features with the use of photographs.</li> <li>• I can compare tourism in Bournemouth the Alps and the Amalfi coast.</li> <li>• I can classify the positive impacts of all locations, recording results in a table.</li> <li>• I can classify the negative impacts of all locations, recording results in a table.</li> <li>• I can generate ideas for how to be a responsible tourist, and sort them into which is more helpful for the Alps and/or the Amalfi Coast.</li> </ul>	<p>To compare two types of European countries and how tourism may impact those that live there.</p>
----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

<i>Term &amp; Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<b>Autumn</b>  <b>Looking at South America and Brazil</b>	<p>Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key human characteristics, countries and major cities.</p> <p>Identify land-use patterns and understand how some of these aspects have changed over time.</p> <p>Understand key aspects of economic activity including trade links, and the</p>	<ul style="list-style-type: none"> <li>• I know the lines of longitude and latitude are imaginary lines that help us locate places on Earth.</li> <li>• I know the Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres.</li> <li>• I know Brazil's political geography is split into five regions.</li> <li>• I know Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Mata Atlantica.</li> <li>• I know indigenous people are the first people who lived in the place and the generations of people who came after.</li> <li>• I know the Kayapo are indigenous people who live in the Amazon rainforest.</li> <li>• I know Rio de Janeiro is one of the largest cities in the Brazilian highlands.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a map of the world and identify, locate and name key lines of latitude and longitude and the 4 hemispheres.</li> <li>• I can use an atlas with political map to name and locate countries in South America, including Brazil.</li> <li>• I can use political map of Brazil and name the five regions.</li> <li>• I can use a physical map, photographs and vegetation descriptions to identify the three key regions.</li> <li>• I can use Google Earth, show the location of where the Kayapo tribe live in the rainforest.</li> <li>• I can examine similarities and differences between this and a rural village in the UK.</li> <li>• I can experience virtual fieldwork of Brazil using the virtual tour platform.</li> <li>• I can use photographs to examine any similarities and differences between the two areas of Rio (rich and poor) and with their life.</li> </ul>	<p>Brazil- comparison between Kayapo and Rio. What are the similarities? What are the differences? What impact does that have on people's opportunities? Do children who grow up in Kayapo have the same life opportunities as the children who grow up in Rio? If so, how?</p> <p>Celebrate cultural differences between Rio and the UK.</p>

	distribution of natural resources including energy, food, minerals (mining) and water.	<ul style="list-style-type: none"> <li>I know some of its population live in wealthy areas that can be popular with tourists.</li> </ul>		
<b>Spring</b>  <b>Tropical rainforests</b>	<p>Describe and understand key aspects of physical geography, including: climate zones and biomes.</p> <p>Identify land-use patterns and understand how some of these aspects have changed over time.</p>	<ul style="list-style-type: none"> <li>I know rainforests are found in different continents in the world.</li> <li>I know rainforests are found in the region known as the Tropics.</li> <li>I know about the biomes of tropical rainforests.</li> <li>I know rainforests are made up of four different layers.</li> <li>I know plant and animal species have adapted to live in the rainforest in a number of ways.</li> <li>I know the adaptations can be identified from photographs.</li> <li>I know there are many natural resources in the rainforest which give humans benefits.</li> <li>I know the destruction of the Amazon rainforest is occurring at an alarming rate.</li> <li>I know I have an awareness of the types of human activity that are destroying the rainforests.</li> <li>I know how to help protect the rainforests.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the differences between temperate and tropical rainforests.</li> <li>I can identify wildlife that live in the rainforests.</li> <li>I can locate the tropics in five continents.</li> <li>I can explain about global atmospheric circulation and why the rainforests are located in the tropics.</li> <li>I can label the processes of global atmospheric circulation on a diagram.</li> <li>I can draw a cross-section of a typical tropical rainforest to scale.</li> <li>I can discuss the importance of the rainforests, including the discovery of important medicines and the range of other products that we may use daily.</li> <li>I can review uses of the rainforest by the Kayapo tribe and consider sustainable deforestation.</li> <li>I can sort impacts of deforestation into positive and negative, and local or national/global impacts.</li> </ul>	Consider how the physical features would impact settlements in a tropical rainforest.

			<ul style="list-style-type: none"> <li>I can discuss different points of view about the issue of deforestation.</li> </ul>	
<b>Summer</b>  <b>Earthquakes and Human settlements</b>	<p>Describe and understand key aspects of physical geography, including earthquakes</p> <p>Understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals (mining) and water.</p>	<ul style="list-style-type: none"> <li>I know earthquakes occur along tectonic plate boundaries.</li> <li>I know the movement of the plates causes earthquakes to occur.</li> <li>I know earthquakes are measured using the Richter Scale.</li> <li>I know the effects of the earthquake using a case study and categorising these into economic and social effects.</li> <li>Case study 1 – The effects of the Haiti earthquake</li> <li>Case study 2 – The effects of the Tohoku earthquake in Japan</li> <li>I know about responses to earthquakes.</li> <li>I know how humans can reduce the effects of earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>I can label the anatomy of an earthquake under the surface.</li> <li>I can locate earthquakes of a lower magnitude using number and letter coordinates.</li> <li>I can write a paragraph explaining how earthquakes can be measured.</li> <li>I can identify the effects of an earthquake using photographs and group them as social, economic and both.</li> <li>I can use case studies to compare responses to earthquakes.</li> <li>I can explain how earthquakes can be predicted.</li> <li>I can design my own earthquake building.</li> </ul>	<p>To consider how some countries and areas in the world are more likely to suffer as a result of their location and the impact this could have.</p> <p>Discuss how humans have adapted to live in these areas.</p>

<i>Term &amp; Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<b>Autumn Investigating World Trade</b>	<p>Locate the world's countries.... concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones</p> <p>Describe and understand key aspects of human geography including key aspects of economic activity - trade links, and the distribution of natural resources including</p>	<ul style="list-style-type: none"> <li>• I know examples of natural resources.</li> <li>• I know what fossil fuels are and how humans use them.</li> <li>• I know what natural resources are and that they can be renewable and non-renewable.</li> <li>• I know people can be employed in different industry sectors.</li> <li>• I know trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country.</li> <li>• I know the UK imports food from across the world.</li> <li>• I know there have been changes in what is grown where, how it is farmed, how it is transported and how it is sold.</li> <li>• I know agriculture has moved from subsistence to commercial so that food can be traded.</li> <li>• I know fair trade is a way of making sure that farmers are</li> </ul>	<ul style="list-style-type: none"> <li>• I can sort images into renewable and non-renewable natural resources.</li> <li>• I can discuss the production and manufacturing of goods and which sector makes them.</li> <li>• I can categorise different jobs into the 4 different employment industries.</li> <li>• I can compare UK and China and how their employment structure has changed over time.</li> <li>• I can discuss trade, imports and exports.</li> <li>• I can research where food comes from using the packaging it is in and locate it on a map.</li> <li>• I can use 4-digit grid references and locate places they could buy imported foods on an OS map using grid references.</li> <li>• I can explain the changes in agriculture, trade, transport and selling over the last four centuries.</li> <li>• I can argue for and against Fairtrade and formulate my own opinions based on my conclusions.</li> </ul>	To consider the impact of how natural resources are distributed unevenly and how this puts some countries at an economic advantage.



	energy, food, minerals (mining) and water.	paid a fair price for the food they grow.		
<b>Spring</b>  <b>Looking at North America and water</b>	<p>Physical geography, including climate zones, biomes and vegetation belts, river, mountains, and the water cycle.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• I know the processes that make up the water cycle.</li> <li>• I know there are three courses in a rivers journey.</li> <li>• I know there are different landform features on the journey.</li> <li>• I know the location of some North American rivers.</li> <li>• I know how waterfall are formed.</li> <li>• I know the features of middle and lower course rivers in North America – meanders and floodplains.</li> <li>• I know how humans use land near a river – agriculture, recreation, housing, industry and forestry.</li> <li>• I know land use differs along the rivers of North America.</li> <li>• I know river features can be identified on a variety of resources – RIVERS TRIP</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the processes using a labelled diagram of the water cycle.</li> <li>• I can recognize and label the three courses of a river.</li> <li>• I can locate rivers in North America.</li> <li>• I can label the stages of waterfall formation.</li> <li>• I can explain the features of Niagara Falls.</li> <li>• I can locate meanders on a map.</li> <li>• I can explain the benefits of floodplains for arable agriculture.</li> <li>• I can catagorise land use along a river.</li> <li>• I can calculate and present our water consumption using a graph.</li> <li>• I can use string to measure sections of a river on maps with a range of scales and then use my skills on a river field trip.</li> </ul>	<p>To consider the impact of physical geography on some aspects of human geography including settlements and agriculture.</p> <p>Rivers trip to measure and conduct other fieldwork skills – dependent on the weather.</p>

<p><b>Summer</b></p> <p><b>Climate across the world.</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Physical geography, including: climate zones and biomes</p>	<ul style="list-style-type: none"> <li>• I know there are six main climate zones – polar, temperate, arid, tropical, Mediterranean and mountains – and they often appear in more than one continent.</li> <li>• I know some climate zones usually have a much higher population density than others</li> <li>• I know climate data can be shown on a climate graph, this is precipitation and temperature.</li> <li>• I know biomes are areas in the world that, because of similar climates, have similar landscapes, animals and plants.</li> <li>• I know Vegetation belts are areas that have similar plant life, owing to similar climate, soil and drainage.</li> <li>• I know global warming and climate change both happen naturally but both have been dramatically accelerated by human activity.</li> <li>• I know it is caused by too many greenhouse gases in the atmosphere, from burning fossil fuels, agriculture, deforestation and too much waste.</li> <li>• I know global warming relates to an increase in the Earth's temperature only; climate change is caused by this and has a broader set of changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can match photographs of each climate zone and its description.</li> <li>• I can interpret a climate graph and relate this to the climate zones I have studied.</li> <li>• I can draw my own climate graph.</li> <li>• I can match the various flora that are distinct to each biome, and link this to the climate zone in which they are found.</li> <li>• I can describe vegetation belts.</li> <li>• I can explore the greenhouse effect, and how greenhouse gases cause global warming then to report my findings to the class.</li> <li>• I can label a diagram showing the greenhouse effect.</li> <li>• I can make links with various types of climate change and how they may impact individuals all around the world.</li> </ul>	<p>To consider how the daily lives of people may look different in different biomes and why.</p>
--------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

		<ul style="list-style-type: none"><li>• I know the effects of climate change on the UK include drought, heatwaves, sea level rise and flooding. These effects can be particularly damaging to our vulnerable species.</li><li>• I know vulnerable biomes are areas sensitive to change and most at risk of damage due to climate change.</li></ul>		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<i>Term &amp; Focus</i>	<i>National Curriculum Objectives</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Diversity and Inclusion opportunities</i>
<b>Autumn</b> <b>Improving the environment</b>	Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and 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	<ul style="list-style-type: none"> <li>• I know some locations are better suited to some renewable energy sources than others, based on their physical and climate features.</li> <li>• I know plastic waste is created across the world, and often ends up in oceans.</li> <li>• I know The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined</li> <li>• I know plastics take hundreds of years to break down.</li> <li>• I know plastic pollution can be reduced by using less single-use plastic.</li> <li>• I know the UK exports some of its plastic to countries overseas.</li> <li>• I know sustainable cities limit damage to their environment.</li> <li>• I know sustainable cities are found across the world</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate the renewable energy source in the world using named examples and photographs.</li> <li>• I can discuss in class on the usefulness of plastic, its sources and where it ends up.</li> <li>• I can use photographs, to identify some of the main sources of plastic and its pollution.</li> <li>• I can use latitude and longitude and then locate the GPGP.</li> <li>• I can brainstorm the problems of plastic pollution in groups using photographs as prompts.</li> <li>• I can think of suitable alternatives to the plastic problem, including recycling.</li> <li>• I can define what a sustainable city is and its characteristics by observing photographs.</li> <li>• I can consider what I can do at a local scale that will improve the environment at the local, national or even global scale.</li> </ul>	<p>To reflect on our use of plastics as a community and what we could do to improve it.</p> <p>To look towards how to change our future for the better.</p>

		<ul style="list-style-type: none"> <li>I know actions at the local or national scale can have a huge impact on the global scale.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest what we could do in our local area/school to improve the environment.</li> </ul>	
<b>Spring</b>  <b>On the move</b>	<p>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</p>	<ul style="list-style-type: none"> <li>I know Maslow's hierarchy of needs show what humans need to survive and thrive.</li> <li>I know migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out)</li> <li>I know people migrate because of push and pull factors</li> <li>I know voluntary migration usually happens because of economic or social factors.</li> <li>I know expectations of migration are not always met in reality - European case study: Poland to UK 2004-today</li> <li>I know there are similarities and differences between the stories of voluntary migrants.</li> <li>I know forced migration happens as a result of life-threatening events, such as conflict or physical disasters</li> <li>I know asylum seekers are people who are forced to leave their country. They apply for asylum and, if it is accepted, they are granted refugee status.</li> <li>I know refugees are given international protections and support in settling in a different</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own hierarchy (similar to Maslow's).</li> <li>I can use some of key vocabulary around migration</li> <li>I can examine a case study (Poland → UK is provided, but others could be used).</li> <li>I can compare migration case studies and find similarities and differences.</li> <li>I can locate examples of migration on a map and decide whether each is forced migration because of conflict or disaster (or both) and whether each is internal or international (or both).</li> <li>I can consider why individuals were forced to leave Syria, what life was like on the journey, and what life can be like for refugees in the UK – case study of an individual used.</li> <li>I can reflect on my local town (Bournemouth) and the pull factors it has.</li> </ul>	<p>To consider our local area of Bournemouth and what push and pull factors it has.</p> <p>To discuss the different cultural opportunities that have been brought to the UK due to migration.</p> <p>Invite the children to discuss any migration in their own life.</p>

	region in North or South America	<p>country – Case Study - Syria/Ukraine to countries in Europe</p> <ul style="list-style-type: none"> <li>• I know many people migrate to and from our local area, which impacts our community.</li> </ul>		
<p><b>Summer</b></p> <p><b>I am a Geographer</b></p> <p><b>How is the land used in my local area, and does the area need improving?</b></p> <p><i>What should the future of our school's allotment grounds be?</i></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<ul style="list-style-type: none"> <li>• I know how to consider health and safety needs for fieldwork, so introduce a risk assessment to the class and look for ideas of the categories to consider.</li> <li>• Decide on the required equipment needed for the fieldwork.</li> <li>• I know how to design a questionnaire, land use survey and Environmental Quality Index (EQI) survey to carry out on fieldwork.</li> <li>• I know how to collect primary data of the local area using the variety of fieldwork methods (questionnaire, land use survey and Environmental Quality Index (EQI) survey).</li> <li>• I know data is recorded on data recording sheets.</li> <li>• I know how to collate the data as a class where appropriate.</li> <li>• I know how to tabulate the data formally using a relevant format/s (e.g. turning a tally chart into a frequency table).</li> <li>• I know how to construct and plot graphs using correct axes, scale and key.</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan an enquiry.</li> <li>• I can collect primary data.</li> <li>• I can collate and present results.</li> <li>• I can present the results.</li> <li>• I can analyse and evaluate.</li> <li>• I can use OS map, Google Earth and Google Maps to locate the survey area.</li> <li>• I can formulate the geographical question/hypothesis to test, with ideas from the class, in relation to the local area.</li> <li>• I can write up the methodology in class of the various fieldwork techniques carried out.</li> <li>• I can present fieldwork results using a range of presentation methods such as field sketch, site plan, pictogram and graphs.</li> </ul>	<p>What impact can we have as children on the land that surrounds us and how it is used?</p>



	food, minerals and water	<ul style="list-style-type: none"> <li>• I know how to draw conclusions from the fieldwork enquiry; state these clearly.</li> <li>• I know how to link back to the hypothesis set at the outset and try to 'accept or reject' if according to the findings.</li> <li>• I know how to evaluate the data collection methods used; and suggest improvements to the survey if it was to be repeated in the future.</li> </ul>		
--	--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## 4.0 Geography Curriculum Resources

### 4.1 Example Medium Term Plan

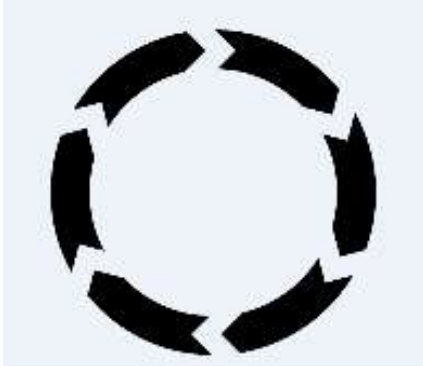
This is an example of a Year 6 Medium Term Plan on the unit of 'Improving the Environment.'

Sequence of Lessons		
Lesson Title	Knowledge to be taught	Lesson summary
1 <b>Renewable and non-renewable energy sources</b>	<ul style="list-style-type: none"> <li>• (Review renewable and non-renewable energy sources from science).</li> <li>• Some locations are better suited to some renewable energy sources than others, based on their physical and climate features.</li> </ul>	Pupils will review renewable and non-renewable energies using photographs, key information and discussion. Using key information of how each energy source is created, locate the renewable energy source in the world using named examples and photographs.
2 <b>Sources of plastic pollution</b>	<ul style="list-style-type: none"> <li>• Plastic waste is created across the world, and often ends up in oceans.</li> <li>• The <b>Great Pacific Garbage Patch</b> is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined</li> </ul>	Discussion-led lesson on the usefulness of plastic, its sources and where it ends up. Using photographs, pupils identify some of the main sources of plastic and its pollution.
3 <b>Locating the Great Pacific Garbage Patch</b>	<ul style="list-style-type: none"> <li>• <b>Disciplinary:</b> Locate places on a world map using longitude and latitude</li> </ul>	Pupils are shown how to use latitude and longitude and then locate the GPGP.
4 <b>The plastic problem</b>	<ul style="list-style-type: none"> <li>• Plastics take hundreds of years to break down. They can kill organisms directly or indirectly by destroying habitats.</li> <li>• Plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic.</li> <li>• The UK exports some of its plastic to countries overseas. These include Indonesia, Malaysia, Turkey, Poland and China.</li> <li>• <b>Disciplinary:</b> Evaluate responses to environmental issues</li> </ul>	Pupils will discuss the problems with plastic and the things we can do to reduce the problem with video clips. Pupils will also read about the UK's response to the problem and evaluate the response with a written answer. There is also the opportunity to review longitude and latitude from lesson 3, by locating countries that the UK exports plastic to.
5 <b>Sustainable cities</b>	<ul style="list-style-type: none"> <li>• Sustainable cities limit damage to their environment.</li> <li>• Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China, Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa).</li> </ul>	Pupils define what a sustainable city is and its characteristics by observing photographs. Brainstorm what characteristics are needed to make a sustainable city. Pupils find locations of the cities on a world map by reading location descriptions of the examples. Pupils identify each city by key characteristics or city skyline.
6 <b>Improving the environment</b>	<ul style="list-style-type: none"> <li>• Actions at the local or national scale can have a huge impact on the global scale.</li> </ul>	Review of local, national and global scales by discussion and images. Pupils consider what they can do at the local scale that will improve the environment at the local, national or even global scale. <b>You will need to adapt this lesson to suit your local area/school grounds.</b>

## 4.2 Lesson Structure

At Avonwood, we believe that the lessons should inspire intellectual curiosity so units may have an exciting hook, visit or trip to ensure children are enthusiastic and motivated with their learning. For example, children may come dressed up, try food, invite speakers in, have a treasure hunt with clues etc. Lessons generally will follow the same lesson design across their half-term.

### Phase lesson design across the school (EYFS to Year 6):



1. Monthly review task (review prior knowledge from previous topics where there are links and current topic as well)
2. Weekly review task
3. I: Teacher Modelling & Explaining
4. We: Guided Practice
5. You: Independent Task
6. Discussion-based Plenary






## 4.3 Example Knowledge Organiser

This is an example knowledge organiser for Year 6 - Improving the Environment

# Improving the Environment

## Renewable energy sources

**Renewable** energy sources are ones that will not run out.

	Climate feature required	Physical feature required	Is the feature always there?
 geothermal		heat from the Earth's core	✓
 solar	sunlight from the Sun		✗
 tidal		movement of the seas and oceans	✓
 wind	wind		✗
 hydroelectric power		movement of water in rivers	✓

## Sustainable cities

There are **sustainable cities** in every inhabited continent. They are designed and built to reduce the impact they have on their environment. This means they use lots of renewable energy sources and manage plastic waste responsibly.

## Plastic pollution

### What's the problem?

- Producing plastics creates **greenhouse gases**, which contributes to global warming.
- Plastics take hundreds of years to break down. They can **kill organisms** directly or indirectly (by destroying habitats).
- The **Great Pacific Garbage Patch** contributes is an area of plastic waste in the Pacific Ocean.

### What is the solution?

- **Reduce** the amount of plastic you use.
- **Reuse** the plastic that you do use.
- **Recycle** the plastics that you use.



## 4.4 Assessment

Teacher assessment in geography should consider a large body of evidence of the child's knowledge, their knowledge and their independent practical application of geography skills. To assess geography successfully, teachers need to consider assessment when they start their planning for each topic.

This is done through:

### Formative assessment in lessons

During lessons, teachers continuously watch, question, listen to and review any recorded work to build up a picture of each individual's knowledge, vocabulary and skills, so any gaps in knowledge or skills, or misconceptions, can be identified and addressed.

### Low-stakes summative assessment

A post-learning quiz is provided for every unit. These questions usually take the form of multiple-choice questions, and aim to assess whether children have learned the core knowledge for that unit. These should also be used formatively, and teachers should plan to fill gaps and address misconceptions before moving on.

### End of unit assessment grids

At Avonwood, we use year group assessment grids which can be found at the start of a geography book and show a breakdown of the objectives taught each unit. Once the unit is completed, this allows teachers to summatively assess children against the learning objectives.

This is an example Year 6 Autumn assessment grid.



### Year 6 Geography Objectives

#### Unit: Improving the Environment

Knowledge to be taught				
1	To discuss renewable and non-renewable energy and locate the renewable energy source in the world.			
2	To discuss the usefulness of plastics, its source and its pollution.			
3	To locate plastic waste places on a world map using longitude and latitude,			
4	To evaluate the plastic pollution problem and the things we can do to reduce the problem.			
5	To define what is a sustainable city and the characteristics needed.			
6	To learn about how to improve the environment at a local scale.			

### Pupil Books and Pupil-Conferencing

At Avonwood, we value children's voice and so subject leads and class teachers take the time to discuss their books which aids as a formative assessment tool and tells us how much of the curriculum content is secure. These

conversations are used most effectively to determine whether children have a good understanding of the vertical concepts, and if they can link recently taught content to learning from previous units.

## 5.0 Roles and Responsibilities

### 5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work. It is also the class teacher's responsibility to plan and teach geography lessons within the ordered sequences, actively looking for misconceptions, activating prior knowledge and opportunities for formative assessment to ensure children are equipped with the best knowledge and skills to be able to retain their learning.

### 5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our children, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
  - learning walks
  - book looks
  - pupil voice
  - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

### 5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
  - Be an advocate for the subject
  - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
  - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
  - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time