

St. Katharine's Primary School Geography Progression Pathway EY

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>How would you describe our local area to Pirate Pete?</p>	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Pirate Pete describes where he comes from. Look at map and discuss land and the sea. Go for short walk around the local area and observe features. Describe what they can see. Take photos as a class to make a poster. Draw a treasure map for Pirate Pete. Discuss the features they have included. Make a map out of Lego/Duplo. Discuss bird's eye view. Create maps out of sand for Pirate Pete. Through creative play, discuss the features that Pirate Pete can see. Look at Digimaps of school ground 	Place	North South East West Coast Sea River Map Forest Hill Mountain
<p>Let's Celebrate</p> <p>Discovery RE Unit.</p>	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Discuss the following celebrations – New Year – Locate London Chinese New Year – Locate China Holi – Locate India Nowruz – Locate Iran Discuss any similarities and differences between the festivals. 	Location Diversity	Celebrate Similar Different Festival Winter Spring Summer Autumn
<p>Read around the world.</p>	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Read a selection of stories from around the world. https://delightfulchildrensbooks.com/read-around-the-world/ Read story and think about similarities and differences. Observe pictures from book. Each group to discuss similarities and differences. Locate story on world map. (Reduce and photocopy front cover of book to put by world map with arrow.) Use locational language to move B-bot on world map. 	Location	World Similar Different Hot Cold Country Sea Continent City Town Village
Other ideas		Car mats – talk to a partner about the journey. Go Jettors – Cbeebies Geography show. Little Red Train – discuss journey. B-Bots – locational language. Ginger bread man – map work.		



St. Katharine's Primary School Geography Progression Pathway Year 1

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>How does the weather affect our lives?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Introduce the world's 7 continents and 5 oceans Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds 	<ul style="list-style-type: none"> Observe photographs of hot and cold places. How could you categorise them? Identify the equator and locate the places on the Equator which are the hottest. Describe where the Polar Regions are. Recognise how living in a hot or cold place can affect lives. Look at Innuits and how they adapt to living in a cold place. Ask questions about the weather and seasons. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Observe and record e.g. draw pictures of the weather at different times of the year Record how many times it rains in a week in the winter and a week in the summer. Go on an Autumn walk – what are the signs of Autumn? Take photographs. Explain the sort of things do we do as it is Autumn. 	<p>Interaction</p>	<p>Hot, cold, globe, weather, seasons, Winter, Spring, Summer, Autumn, equator, Polar, adapt, seasons,</p>
<p>What is the Jurassic Coast?</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features; introduce simple compass directions and locational and directional language 	<ul style="list-style-type: none"> Locate the Jurassic Coast using Digimaps. Observe different features found on the coast, eg Durdle Door and Old Harry Rocks using photographs and aerial photographs. Speculate how these special features were formed. Describe why the Jurassic Coast is so special – a World Heritage Site. Speculate why the Jurassic Coast needs to be protected. Describe where a place is using simple compass directions. 	<p>Interaction</p>	<p>map, globe, beach, cliff, coast, forest, hill, mountain, sea, Jurassic Coast, World Heritage Site, fossil,</p>
<p>What is the geography of where I live?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human and physical features <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries 	<ul style="list-style-type: none"> Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map. Express own views about a place, people and environment. Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, Sort photographs into physical and human features. Verbalise and write about the locality using key geographical vocabulary. 	<p>Location</p>	<p>Continent, ocean, map, globe, beach, cliff, coast, forest, hill, mountain,</p>

	<ul style="list-style-type: none"> • Use aerial photographs to recognise landmarks and basic human and physical features; • introduce simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], • 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. 	<ul style="list-style-type: none"> • Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. • Children to take photos of interesting things in the local area and explain what the photos show/video • Study aerial photographs and Digimaps of the school and label it with key features e.g. school, church, park, shops. • Look at Digimaps of the local area and identify the things they know and have seen. • Make a simple map. • Create an aerial map of the school/local area as a class by using different sized blocks. 		<p>sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, shop</p>
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St. Katharine's Primary School Geography Curriculum Overview Year 2

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>Where in the world is home for the children at St. Mark's and how does it compare with where I live?</p> <p>Link with school in Kasese, Uganda.</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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>Human and physical geography</p> <ul style="list-style-type: none"> Reinforce terms physical and human geography. use basic geographical vocabulary to refer to key physical and human features. <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> 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. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple compass directions and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> Observe pictures/videos of Kasese. What can children identify from the photographs? Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Identify Uganda and then Kasese on a map/Google Earth. Where is it in relation to Bournemouth? Use locational language. Using aerial photographs and photographs, identify main physical and human features such as lakes, rivers, roads and houses. How does it compare with our location? Verbalise and recall similarities and differences between the features of the two localities using geographical vocab. Use secondary sources of evidence to find out about art, culture and music, leisure and sport, family life, food, houses, school. Invite speaker from An African Dream to share first hand experiences of life at St. Marks. Describe a day in a life for a child at St. Mark's using geographical vocabulary. Observe and record the features around the local area e.g. the different types of plants, the animals seen by Hengistbury Head and the river compared to the animals seen in Uganda (gorillas) Children make sketches/notes of their field trip and then create a map to direct others which uses a key and includes the main physical and human features. What might a map of Kasese look like? 	Place	Similar Different Continent Beach, Coast, Forest, Mountain, Sea, River, Season Weather City, Town, Village, Farm, House Shop Similarities Differences Gorillas Equator
<p>Where did the great Fire of London start?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use simple compass directions and locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Locate London on UK map. Reinforce other nations and capital cities. Use digimaps to locate Pudding Lane. Discuss other London landmarks. Locate them on a simple map of the River Thames. Speculate how and why London has changed over the years using Digimaps. Use aerial photographs to observe London landmarks. Discuss why London is such a popular place to visit. Use North, East, South, West to locate London landmarks, 	Location	Capital city London, Pudding Lane United Kingdom Landmark Compass points North East South West

<p>Why are different sports played over the world?</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Recall the location of hot and cold places. Categorise the sort of sports are played in hot/cold places. Recognise national sports, eg Canada - ice hockey, India – cricket, New Zealand - Rugby Discuss how the landscape can affect the type of sport, e.g mountains-skiing, coast – surfing. Reason/speculate why football is popular over the whole world. Use digimaps to locate sport/leisure activities in local area (Geography Glasses) Design own map including sport/leisure activities. Include a key. <p>Discuss/locate any major sporting events happening during project.</p>	<p>Interaction</p>	<p>Equator Continents Seasons Polar Regions North and South Pole Physical features Human features Mountains Sea Oceans</p>
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St. Katharine's Primary School Geography Curriculum Overview Year 3

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>Why is climate different around the World?</p>	<p>Locational and Place knowledge</p> <ul style="list-style-type: none"> Understand the difference between the Northern and Southern hemisphere. <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 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>Skills and Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass 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. 	<ul style="list-style-type: none"> Use and explain the term 'climate zone' and 'biome'. Locate areas on maps they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc Use maps and globes to locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines Identify the different hemispheres on a map. Use compass points to locate. Critically study photographs – do they think these were taken close to the Equator or further away. Identify how climate effects way of life/settlement/industry. Use photographs to discuss Bedouin tribe way of life. How have they adapted to dry climate? Compare Bedouin tribe with Inuit society and discuss how their way of life is changing. Is this a good thing? Compare temperate forest (New Forest) with Rainforest. Use the school grounds to undertake weather surveys, including wind direction, where the sun shines, recording any changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school Draw graphs of rainfall/temperature in a different climate zone. Summarise findings. Summarise how our climate is changing. 	<p>Interaction</p>	<p>Climate zone Climate Weather Biome Vegetation belt Bedouin Inuit latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p>
<p>Why do people choose to live in cities?</p>	<p>Location and place knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> Children begin to experiment with and understand 4 figure grid references on maps. 	<ul style="list-style-type: none"> Using aerial photographs, sort and discuss different types of settlements. Discuss the different range of facilities for each type of settlement, eg leisure, transport, population and employment. Use maps to locate different counties and UK cities. Study maps of Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Explain why people might choose to live in a big city, link to transport, leisure, and employment. Discuss and locate megacities. Discuss how these settlements might change in the future. Observe different types of settlements using Digimaps . Locate villages, towns in Dorset using 4-figure grid references. Children to go on an observational walk to demonstrate understanding of settlement. How would you describe our local settlement? Record examples of employment, transport and leisure on a sketch map. 	<p>Pattern</p>	<p>Settlement Hamlet Village Town City Capital city Land use Mountain range River Road Transport Employment Population Leisure</p>

	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area. 			
Is fair trade fair?	<p>Locational and Place knowledge</p> <ul style="list-style-type: none"> Understand the difference between the Northern and Southern hemisphere. <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 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 	<ul style="list-style-type: none"> Locate the country or town of origin on a food Explain the distribution of food. Is food distributed evenly around the world? Demonstrate understanding why foods are imported and exported. Identify some benefits of importing food to our country. Describe why this is not always fair to the local farmers of poorer countries. Discuss fair trade. Look at some examples of fair trade and summarise the benefits to local farmers. Explain ways that we can eat more sustainably. How might our food and farming methods change in the future? 	Distribution	<ul style="list-style-type: none"> Trade links Food Export Import Climate Vegetation belt Origin Food miles Fair trade



St. Katharine's Primary School Geography Curriculum Overview Year 4

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>Why do people live near volcanoes?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> Locate where volcanoes/earthquakes occur. <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Speculate as to where and why there are volcanoes in certain places and ask and answer questions about them. Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Use models, posters, video to communicate ideas. Speculate why they think people live by volcanoes and how this affects human geography of an area. Discuss the positive and negative impact. Discuss what geothermal energy is and why it is important. Identify main trade and economy in Iceland and investigate why it is a tourist hotspot. Demonstrate understanding using geographical vocabulary. Summarise how people look after themselves when living by a volcano. Use Digimaps to locate Edinburgh and Bath, two sites of extinct volcanic activity in Britain. Use Newsround to keep up to date with any current volcano activity. 	<p>Interaction</p>	<p>Volcano Plate tectonic Trade Economy Settlement Farming Tourism Geothermal Lava Ash cloud Minerals Crater Core Crust Plate boundary</p>
<p>What is Brazil really like?</p>	<p>Place and locational knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their 	<ul style="list-style-type: none"> Locate Brazil on a world map and reinforce Equator, Northern and Southern Hemisphere. Identify main cities/towns, land uses, mountains, rivers and rainforests. Use 4/8 compass points. Identify the climate, the habitats, the plant and animal types in Brazil using a range photographs. Discuss the diversity of Brazil. Locate Brazil's major settlements. Why do people want to move into the big cities? Discuss push/pull factors. Use range of photos and maps to identify the features of Rio de Janeiro. Discuss physical and human features of the area. Discuss distribution of wealth in the city. Why is Rio known as a city of two halves? Discuss life in the favelas and how life could be improved. Research life in the Amazon rainforest through primary and secondary sources such as recounts and photographs and make comparisons to life in the UK. Explain how the rainforest may be linked to us e.g. trade. Debate How are rainforest tribes changing? What can be done to protect them? Write to the Brazilian Embassy explaining concerns about the Westernisation of tribes. Use rainfall and temperature data to draw graphs of Rio and UK. <p>Compare and contrast.</p>	<p>Place</p>	<p>Equator Northern/southern hemisphere, Latitude Longitude The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Favelas Rio de Janeiro Amazon Similarities Differences Economic trade Fair trade Habitat Poverty Deforestation</p>

	knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none"> In groups demonstrate understanding of Brazil by designing a poster to advertise people to come and visit. City escape, beach resort, wildlife and natural wonders or rainforest guide. 		
How and why is my local environment changing?	<p>Place and locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, 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>Fieldwork and map skills</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> Use locational language to describe the location of points on a map of the school/local area. Use OS maps symbols and grid references to locate places. Undertake environmental surveys of the beach - litter, noise, likes/dislikes, areas for improvement Identify human and physical features on the beach. Discuss human impact on the beach – sea defences/marine pollution. Take photos of human impact on beach – record in group poster. Use Digimaps and summarise changes in local area over past 50/100 years. Hypothesise how the coast line might change over the next 50 years. Explain why these changes might occur eg erosion, global warming, plastics 	Change	Beach Coast Global warming Plastic Pollution Human impact Marine wildlife Environmental change Erosion



St. Katharine's Primary School Geography Curriculum Overview Year 5

Focus	Curriculum Content	Skills	Concept	Vocabulary
<p>Lost at sea – how would you survive?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> Use maps and globes to locate places mentioned in Kensuke's Kingdom Demonstrate understanding of longitude and latitude and locate Northern and Southern hemisphere. Use 6 figure grid references to locate places on Digimaps. Compare to using What3Words app. Evaluate pros and cons. Reinforce OS map symbols and keys. Use 8 points of the compass to locate on OS map. 	<p>Size and scale</p>	<p>Longitude Latitude Equator Northern/Southern hemisphere Grid reference Tropic of Cancer Tropic of Capricorn Arctic circle</p>
<p>How does Catalonia compare to Dorset?</p>	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) environmental regions, key physical and human characteristics, countries, and major cities 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, <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Ask geographical questions. Use maps to locate countries of Europe with particular reference to Catalonia in Spain. . Study maps and aerial photographs to make assumptions about the different areas of Catalonia e.g. mountainous areas, urban areas, coast and rivers. Identify different types of settlement in Catalonia using Google Earth. Look at map of Barcelona – Evaluate the main types of settlement and land use. Identify main trade and economy in Barcelona and the rest of Catalonia compared to Dorset. Make reasoned judgements as to why Barcelona is popular with tourists. Make reasoned judgements about the impact of tourism on both Barcelona and Bournemouth. Identify mountains of Europe on map – why are mountains important? Discuss why the Pyrenees are important to Catalonia. Use the eight points of the compass to relate countries to each other. Discuss European Union, Brexit and the independence of Catalonia. 	<p>Place</p>	<p>Settlement Economic activity Terrain Mountains Catalonia Pyrenees Transport links Export import Land use</p>

	<ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key 			
Why are rivers so important?	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, 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>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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>Fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> Hypothesise why rivers are so important. Visit a river, locate and explain the features. Make field notes/observational sketches about the physical and human features and how they depend on each other. Take photographs to support findings and locate on Digimaps Explain and present the process of rivers – make a model to demonstrate understanding. Show upper, middle, lower course and the features associated with each. Use the language of rivers e.g. erosion, deposition, transportation. In groups make a poster to communicate ideas. Research and discuss how water affects the environment, settlement, environmental change and sustainability. Evaluate how human activity affects floodplains. Draw flow chart to explain process of flooding. Reach informed conclusions as to how floods can be managed and understand the importance of flood management systems. Use a range of relevant local sources. Make reasoned judgements about the state of our rivers using a range of secondary resources. Empathise with water distribution around the world. Discuss the importance of clean water and what we can do to look after our rivers. Get speaker from Wateraid to discuss global perspective of clean water. Reinforce 6 figure grid references to identify features of a river and use OS map and use key to identify symbols. Use 8 points of the compass confidently. 	Interaction	River Source Flood plain Erosion Deposition Meander Ox bow lake Lower, middle, upper course Waterfall Environmental change Human impact Floods Flood management Environmental agency

	<ul style="list-style-type: none"> 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 <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> Make own coastline in a box. Look at wave action and longshore drift. Evaluate success of coastal defence. Emphasise - Why would people choose to live so close to coastal erosion hotspots? Evaluate tourism and the impact it can cause. Use digimaps to locate different features along Jurassic Coast. Look at different types of land settlement, towns, tourist spots, campsites etc Use 6-figured grid references and 8 compass points to locate features along the Jurassic Coast. Reach informed conclusions about who the World Heritage Site is for – is it for tourists, scientists, local population.... 		Settlement Tourism
Do big Earth Quakes cause the most damage?	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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. <p>Fieldwork and map skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Locate plate tectonics and earthquakes on map. Make informed conclusions about where earthquakes occur. Make a model to explain how earthquakes are formed. Evaluate how earthquakes are measured. Look at some examples, eg Japan 2011, Folkestone 2007, San Andreas fault. What are the different magnitudes of an earthquake and how do these impact differently? Locate settlement and land use in Earthquake zones – how does this impact damage caused? Hypothesise – do big earthquakes cause the most damage? Investigate in groups making reasoned judgments. Look at size of earthquake along with population and settlement type. Reach informed conclusions and share with the rest of the class. Discuss ways that damage is limited in earthquake zones. Hypothesise what will happen in the future. Will settlements continue to be developed along fault lines? 	Interaction	Plate tectonics Earth's crust Earthquake Aftershock Epicentre Richter scale Natural hazard Fault line Settlement Northern/Southern hemisphere. Tsunami Zones of activity