Building Ambition, Resilience and Respect

Geography Curriculum

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Haveley Hey Curriculum Statement for Geography

Intent

Geography is about understanding the world we live in. At Haveley Hey, the study of geography provides 'lenses' through which our children see the world. It builds an understanding of how the world works by developing pupil's knowledge of their identity –their experience, education and social position- and encourages them to compare this with the lives of others across the world. We aim to create thoughtful citizens, who understand the current issues facing the wide world they are in and understand how they can choose to make a difference. This is achieved through an investigative approach, which promotes the children's interest and understanding of diverse places, people, resources and natural and human environments, alongside an understanding of the Earth's key physical and human processes. Our intent, when teaching geography, is to inspire empathy, curiosity and fascination about the world and the people within it that will remain with them for the rest of their lives whilst equipping children with the resources they need to live as intelligent, well-informed, responsible members of society.

Implementation

National Curriculum

Across the key stages, the National Curriculum is covered in depth through a range of varied and relevant and geographical enquiries. The Geography progression document ensures learning is sequential and allows children to make links with previous learning.

Key Concepts

There are seven key strands of Geography covered within each year group: Place Knowledge, Locational Knowledge, Human geography, Physical geography, Map skills, Geographical Skills and fieldwork.

Pedagogical Content

Geography is taught with an investigative approach. Enquiries begin with an overarching question before being taught through a sequence of ancillary questions designed to stimulate curiosity and develop an empathetic sense of place.

Impact

Pupil Voice

Pupils will understand that geography is the study of places and the relationships between people and their environments. They will be aware of the importance of the subject and how it is relevant to their lives and the lives of others.

Evidence of Knowledge and Skills

Outcomes in topic books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of key knowledge relating to each of the identified national curriculum strands. Carefully planned revisits allow the transfer of key knowledge to long term memory.

Resilience

Through geography, students are encouraged to make connections, nurture a positive view of themselves and others, accept that change is part of life and take action when difficulties arise, thus developing the core value of resilience.

Ambition

The study of geography encourages ambition within our pupils through teaching them that they are part of something bigger, empowering them with knowledge of the wider world, their place in it and how they can make a difference through their own actions.

Respect

This core value is central to geography as the study of the subject promotes high levels of respect for all the inhabitants of the planet, from a myriad of fascinating people and cultures to the different oceans, plants and ecosystems.

	Geography Long Term Plan	The long term plan for Geography has been carefully designed to ensure that the curriculum is progressive and children have opportunities to recap and develop their learning. This supports all children to acquire the necessary knowledge. Our curriculum relates closely to our local area and the North West of England and we make links, where possible. We have ensured we have coverage across the globe so children can develop their place and locational knowledge through studies of different areas. We have devised 'Golden Threads' that run throughout the units that teachers will come back to support the children's understanding of these keys areas.

Subject Content Key stage 1

Pupils should be taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans *(Y1 Jaws, Paws and Claws / Y2 Explorers; My Local Area; Coasts)*
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *(Y1 Our Local Area; Extreme Weather / Y2 Explorers; My Local Area)*

Place knowledge

- 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 *(Y1 Our Local Area / Y2 Explorers (comparison with the Bahamas); My Local Area (comparison with Kampong Ayer))*

Human and physical geography

- 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 *(Y1 Extreme Weather; Paws, Jaws and Claws / Y2 Explorers; My Local Area)*
- 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 *(Y1 Extreme Weather; Paws, Jaws and Claws / Y2 Explorers; My Local Area; Coasts)*
  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop *(Y1 Our Local Area / Y2 Explorers; My Local Area; Coasts)*

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage *(Y1 Our Local Area; Extreme Weather / Y2 Explorers; My Local Area)*
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map *(Y1 Our Local Area; Jaws, Paws and Claws / Y2 Explorers)*
- 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 *(Y1 Our Local Area / Y2 Explorers)*
- 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 *(Y1 Our Local Area / Y2 My Local Area; Coasts)*

	Golden threads:	**Environment** Physical and human processes	**Scale** Spatial levels	**Cultural awareness and diversity** Local and global diversity
	Autumn	**Spring**		**Summer**
Year 1	**Our Local Area** What is the Geography of where I live?	**Extreme Weather** How does weather affect our lives?		**Paws, Jaws and Claws** Why don't penguins fly?
Main teaching points	**Locational Knowledge/Map skills/Place Knowledge** Wythenshawe, Manchester (Europe) • Children will begin to understand the human geography of where they live. They will begin to explore maps of the local area and will be able to explain where they live in the world. Children will be introduced to the fact that the UK is made up of 4 nations. Children will begin to understand different types of settlements by	**Physical Geography/Locational Knowledge/Map skills** Antarctic (Antarctica)/Sahara (Africa) • Children will begin to understand that the weather is different in different places around the country and the world. They will be introduced to the idea of the equator and will begin to understand that countries close to this are hotter. Children will begin to understand how extreme weather can impact		**Place Knowledge/Physical Geography** Antarctica/Sahara (Africa)/Zambia (Africa) • Children will begin the journey of the children's understanding about biomes and natural regions whilst continuing their learning about hot and cold places on earth. They will further their understanding of some of the seven continents of the world and deepen their understanding of the difference between

	understanding that Wythenshawe is a town in the city of Manchester and they will learn about different types of houses.	people. They will be introduced to two of the seven continents of the world and the surrounding oceans. They will be introduced to Robert Scott and find out about his trip to Antarctica. Children will use data loggers for the first time to monitor the weather locally.	Antarctica and the Sahara Desert by learning about the animals that live there and how they have adapted to their environment. Similar comparisons will be made to animals living between the North and South Poles.
Trips and/or experiences	Trip around the local area		Trip to the zoo
Key links	EYFS - Reception – People in their community Y2 – My Local Area	EYFS - Contrasting Environments & Habitats Y1 - Our Local Area Y2 – Jaws, Paws & Claws	EYFS - Contrasting Environments & Habitats Y1 - Extreme weather Y2 – Explorers Y3 - Rainforests
Year 2	**Explorers** What is the Bahamas really like?	**My Local Area** How does the geography in Kampong Ayer compare with where I live?	**Coasts** Why do we love being by the sea so much?
Main teaching points	**Locational Knowledge/Place Knowledge/Map Skills** <u>Bahamas (North America)</u> • Children will continue to develop their understanding of the seven continents of the world and will use maps and aerial photographs to explore contrasting human and physical features. They will begin to plot routes on maps whilst learning about explorers such as Christopher Columbus, Ranulph Fiennes and Amy Johnson. The children will learn about The Bahamas, investigate the geographical features using photographs, maps and secondary sources such as videos.	**Locational Knowledge/Place Knowledge/Human Geography** <u>Brunei (Asia)/ England (Europe)</u> • Children will compare their local area with a contrasting village in Asia which is built on water. They will investigate the lives of children in kampong Ayer and look for similarities with their own lives. They will investigate land use, transport and education in their local area in comparison with children in Kampong Ayer.	**Human Geography/Physical Geography/ Geographical Skills and Fieldwork** <u>North West England (Europe)</u> • Children will identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through investigation they will be able to identify the similarities and differences in land use and economic trade with their own local area. Children will begin to learn about pollution and how this impacts coastal environments.
Trips and/or experiences	Trip to Wythenshawe Park	Trip to the Civic Centre	Trip to the beach
Key links	Y1 - Extreme Weather (Robert Scott; Jaws, Paws & Claws Y3 – Rainforests	Y1 - My local area	Y1 - Our Local Area; Extreme Weather Y2 - My Local Area Y3 – Rainforests; Greece

Subject Content Key stage 2:

Pupils should be taught to:

Locational knowledge

1. 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. *(Y3 Rainforests; Greece / Y4 Earthquakes; Megacities / Y5 National Parks; Rivers; Volcanoes / Y6 Mountains)*
2. 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. *(Y3 Farm to Fork; Rainforests; Greece / Y4 Megacities / Y5 National Parks; Rivers / Y6 Mountains)*
3. 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). *(Y3 Farm to Fork; Rainforests / Y4 Earthquakes / Y5 Volcanoes / Y6 Frozen Kingdom)*

Place knowledge

- 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. *(Y3 Greece / Y4 Megacities / Y5 National Parks; Volcanoes / Y6 Mountains;)*

Human and physical geography

Describe and understand key aspects of:

1. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. *(Y3 Farm to Fork; Rainforests; Greece / Y4 Earthquakes / Y5 National Parks; Rivers; Volcanoes / Y6 Frozen Kingdom; Mountains)*
2. 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. *(Y3 Farm to Fork; Greece / Y4 Energy; Earthquakes; Megacities / Y5 National Parks; Rivers; Volcanoes / Y6 Frozen Kingdom; Mountains; Fair Trade)*

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *(Y3 Farm to Fork; Rainforests; Greece / Y4 Earthquakes; Megacities / Y5 National Parks; Rivers; Volcanoes / Y6 Frozen Kingdom)*
- 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. *(Y3 Rainforests / Y5 National Parks; Rivers)*
- 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. *(Y4 Energy; Megacities / Y5 National Parks; Rivers)*

	Golden threads:	**Environment** Physical and human processes	**Scale** Spatial levels	**Cultural awareness and diversity** Local and global diversity
	Autumn	**Spring**		**Summer**
Year 3	**From Farm to Fork** Where does our food come from?	**Rainforests** Why are rainforests so wet and deserts so dry?		**North West comparison to Crete** What is it like to live in Greece?
Main teaching points	**Physical Geography/Map Skills** Peak District, England (Europe) • During this topic, the children will build on their learning about hot and cold countries from Key Stage 1. They will study climate zones and weather patterns in more detail with links made between the climate zones and food grown there. They will look at which food is grown, caught and reared in the UK, thinking about why the Peak District is a good place for farming.	**Locational Knowledge/Physical Geography** Brazil (South America)/Atacama (South America) • Children will become more confident in their understanding of climate zones and biomes and will use maps and atlases to explore the Norther/ Southern hemispheres and Tropics of Cancer/ Capricorn. They will begin to explore the effect of deforestation and think about how this could impact on global warming.		**Place Knowledge** North West England (Europe)/Crete (Europe) • Children will build on their place knowledge around the world, comparing life in Crete, Greece with that of the North West, the region of the UK that they live in. They will study the human and physical features of the regions and investigate, using maps, how the land is used and what types of settlements there are.

Trips and/or experiences	Wythenshawe Geodome/Zoom with a farmer	VR headset	
Key links	Year 1 - Extreme Weather (hot/cold places) Year 2 - Explorers	Year 1 - Extreme Weather Year 2 - Explorers	Year 2 – My Local Area Year 3 - Coasts
Year 4	**Energy** How can we live more sustainably?	**Natural Disasters** Why do some earthquakes cause more damage than others?	**Megacities** Why do people live in megacities?
Main teaching points	**Physical Geography** Nepal (Asia) • Children will begin to understand what natural resources are and that they are distributed unevenly across the world. They will learn that natural resources come from nature, but that some of these will run out. They will hear about coal production in the UK and will learn about more sustainable ways of making electricity including wind and sunshine. Children will think about resources such as food and how we can live more sustainably. Children will investigate the school's energy consumption and will think about ways to reduce costs.	**Physical Geography/Map Skills** New Zealand (Oceania)/Haiti (North America)/ Chile (South America) • Children will consolidate their understanding of the 7 continents of the world and oceans through looking at fault lines across the world. They will develop an understanding of different places by thinking about why some countries are better equipped for earthquakes and tsunamis than others. They will think about how humans interact with earthquakes. They will use their understanding of settlement to give reasons for why people may be more or less effected by them	**Locational Knowledge/Place Knowledge/Human Geography** London (Europe)/Baghdad (Asia)/Brasilia (South America) • Children will develop their learning of settlements and urbanisation through the study of megacities (cities with a population of over 10 million people). They will explore economic and social reasons for population growth, including the growth of Manchester during the Industrial Revolution and Baghdad as an early Islamic civilisation. They will think about the benefits and problems associated with dense populations and use a range of sources to help them explain their ideas.
Trips and/or experiences	Trip to the local recycling centre		Fieldwork trip to Manchester (develop knowledge of settlements by visiting a city)
Key links	Year 3 - Farm to Fork Children write a campaign letter to the MP about the cost of energy in school/ write to finance officer in school to share ideas to reduce costs.	Recap work around settlement	Year 3 - Farm to Fork (land use/farming)
Year 5	**Britain's National Parks** Who are Britain's National's Parks for?	**Rivers** What is a river?	**Natural Disasters** Why do people live near volcanoes?

Main teaching points	**Human Geography/Map skills** Yellowstone National Park (North America) • Children will use OS maps to develop understanding of land use and physical comparisons of Britain's national parks, looking particularly at the Peak District. They will learn about different national parks across the UK and think about types of economic activity in these areas.	**Human Geography/Physical Geography** Egypt (Africa)/Bangladesh (Asia) • Children will use map work and satellite images to develop their knowledge of rivers and how they change from source to mouth. They will learn about the distinctive physical features and begin to understand the process of erosion and deposition. Pupils will learn about the consequences and preventions for flooding and explore how humans can impact rivers through pollution. They will also investigate why Bangladesh is more likely to flood, making links with their previous work about climate change.	**Human Geography/Physical Geography** Iceland (Europe) • Children will be able to build on their work around earthquakes in Year 4 by exploring volcanoes and their locations around the world. They will explore some of the benefits and risks that come from living near a volcano. They will also explore the trade and economic links associated with it.
Trips and/or experiences	Trip to the Peak District	Trip to Quarry Bank Mill	
Key links	Year 3- Farm to Fork Year 4- Black Death (History)	Year 4 - Water Cycle/States of Matter (Science)	Year 4 – Natural Disasters (Earthquakes) Year 4 - Romans (Pompeii)
Year 6	**Frozen Kingdom** How is climate change affecting the world?	**Mountains** Why are mountains so important?	**Fair Trade** Why is Fair Trade fair?
Main teaching points	**Human Geography** The Gambia (Africa)/Greenland (Europe)/Australia (Oceania) • Children will build on their learning of climate zones and biomes and develop their understanding of lines of longitude and latitude. They will explore how weather patterns are changing and how this is affecting people around the world. Children will explore how the effects of global warming can be more devastating in poorer countries where the infrastructure in not as developed.	**Physical Geography** Nepal (Asia)/United Kingdom (Europe) • Children develop their understanding of mountains biomes and learn about where they are in the world and what type of land use and economic activity surrounds them. They compare mountains in the Northwest where they live with mountains in the South east and investigate the differences and challenges that come in each area. They research the biggest mountains in the 4 nations of the UK.	**Place Knowledge/Human Geography** China (Asia) • Children develop their learning about where food comes from and sustainability. They develop their understanding of what international trade means and make likes to their learning about the Industrial Revolution in Manchester. Children are supported to find out what the UK import from China and then find out about the concept of Fairtrade They investigate whether food sourced in school in Fairtrade and enquire about becoming a Fairtrade School.
Trips and/or experiences	Trip to Southport Eco Centre		
Key Links	Year 1 – Extreme Weather Year 4 – Energy Year 5 – Rivers	Year 5 – Britain's National Parks Year 6 – Climate Change	Year 3 – Farm to Fork

	Progression Document Geography							
	A Nursery geographer can:	**A Reception geographer can:**	**A Year 1 geographer can:**	**A Year 2 geographer can:**	**A Year 3 geographer can:**	**A Year 4 geographer can:**	**A Year 5 geographer can:**	**A Year 6 geographer can:**
Locational Knowledge (awareness of *where* places are)	**Understanding the World: People, Cultures and Communities** I am continuing to develop positive attitudes about the differences between people. I can compare food and animals between where I live and other countries that I come across in books: Kenya (Giraffe's Can't Dance), Nigeria (Baby Goes to Market) and Antarctica (science day link). I can look at maps and globes and talk about how we could travel to different places.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I know some similarities and differences between different cultural communities in this country, drawing on my experiences and what has been read in class. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Name and locate the four countries of the United Kingdom and begin to name their capital cities. Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and Europe. Identify and locate the Equator and the North and South Poles on maps and globes.	To name and identify the four countries of the UK, its capital cities and surrounding seas on a map. To name and locate the world's seven continents and five oceans. To identify and locate the Equator and the North and South Poles on maps and globes.	To recap countries and cities of the UK, identify regions and their human and physical features. Use maps to locate countries within Europe, North and South America, concentrating on environmental regions and key physical/human geography. Use globes, maps and atlases to explain the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.	Locate major cities across the globe. Study the key physical and human characteristics and regions of countries and major cities in Europe, North American and South America. To further develop understanding of the world's continents and oceans. Use globes, maps and atlases to explain the position and significance of the equator, latitude and longitude.	To name and locate counties, cities and geographical regions of the UK, identifying topographical features such as mountains and coasts. To identify and position the Tropics of Capricorn, Tropic of Cancer, Arctic and Antarctic circle	To 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 circles.
End Points			- I can name and locate the world's seven continents and five oceans. - I can name, locate and identify, characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		- I understand the UK's location within Europe and can name some major European cities. - I can name and locate cities and regions of the UK, identifying some human and physical characteristics as well as key topographical features in the north west. - I have explored some land-use patterns in the UK (Peak District/Manchester) and understand how it has changed over time. - I can name and locate some countries in Europe and South America and Asia, naming some of the major cities within and identifying key geographical features.		- I can 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. - I can 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.	

					- I can identify the position of the equator, lines of latitude and longitude and the northern and southern hemispheres		- I can 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).	
Place Knowledge (understanding and comparing what places are like)			Identify human and physical features of the local area using maps and a local walk. Compare and contrast hot and cold continents.	To identify and compare human and physical features of a small part of the UK and a non-European country using maps and secondary sources (videos, books etc.).	To recap countries and cities of the UK, identify regions and their human and physical features. Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a South American country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country as well as a non-European country.	
End Points	- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - I know some similarities and differences between different cultural communities in this country, drawing on my experiences and what has been read in class. - I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		- I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.		- I am beginning to understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in Europe (Crete); a region in the UK and a region in South America (Sao Paulo)		- I 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.	
Human Geography (man-made elements of the environment)			To understand that geography is the study of connections between people and places. Use basic geographical vocabulary to identify and describe key	To use basic geographic vocabulary to identify and describe human features of a different part of the UK and a non-European country.	To describe and understand key aspects of human geography such as land use and the distribution of natural resources such as types of settlement and land use, economic activity,	Describe and understand the types of settlement and land use. Provide reasonable explanations for features in relation to their location. To describe and understand key	Describe and understand key aspects of human geography including settlements, land use, economic activity and the distribution of natural resources such as food and water.	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links.

			human features (shops, buildings, town) in my local area/non-European country. Explain the difficulties of living in certain environments,		including trade links and food.	aspects of human geography such as distribution of natural resources including energy. To evaluate how pollution affects the world. Reach informed conclusions about how sustainability can be achieved.		
End Points	-		- I can use basic geographical vocabulary to refer to key human features (city, town, village, factory, farm, house, office, port, harbour, shop).		- I can describe and understand key aspects of human geography such as settlement and land-use, economic activity including trade and the distribution of natural resources such as food and energy. - I am beginning to understand the impact pollution has on the world and I have can share ideas about leading a sustainable future.		- I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
Physical Geography (natural elements of the environment)			Use basic geographical vocabulary to identify and describe key physical features (fields, trees, houses) in my local area/non-European country. Observe and describe seasonal and daily weather patterns by keeping a weekly class weather chart. Present, describe and offer reasons for some of the ways in which the weather has changed during a period of measurement.	To use basic geographic vocabulary to identify and describe physical features of a different part of the UK and a non-European country.	To describe and understand key aspects of physical geography such as climate zones, biomes, rivers and mountains.	To describe and understand key aspects of physical geography such as volcanoes and earthquakes.	Describe and understand key aspects of physical geography including climate zones, biomes, rivers, mountains, volcanoes and the water cycle.	Describe and understand key aspects of physical geography including climate zone, biomes and vegetation belts.

			Identify hot and cold areas of the world in relation to the Equator, North and South Poles. Identify, recognise and describe the key geographical features of hot and cold continents. Explain in simple terms why the temperature of places varies across the world.					
End Points	-		- I can 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. - I can use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)		- I can describe and have some understanding of key aspects of physical geography such as climate zones, biomes, rivers, mountains volcanoes and earthquakes.		- I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
Map Skills (using maps, map knowledge and making maps)			Use aerial photographs to recognise landmarks and basic human and physical features around the school. To understand and use directional/ locational language (near and far; left and right etc) in order to describe the location of features on a map.	Use aerial photographs to retrieve information (recognise landmarks; identify basic human and physical features). To understand simple compass directions (N/S/E/W) and locational/directio nal language (near and far; right and left) to describe the location of features on a map in the UK. Use world maps, atlases and globes to identify	Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied. Use aerial photographs and atlases to retrieve information. To understand and use the four points of a compass to locate countries on a map and build knowledge of the wider world.	Use aerial photographs, digital and atlases to retrieve information. Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied.	Use maps and digital computer mapping to locate national parks and describe the features studied. Use the eight points of a compass, four and six-figure grid references, symbol and key to build their knowledge of areas within the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

				countries, continents and oceans studied.				
End Points	-		- I can use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied in Key stage 1. - I can use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. - I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		- I can confidently work with large-scale street maps, aerial photographs, political maps, globes and atlases to retrieve information. - I can identify countries, the seven continents and five oceans on a world map. - I am confident when using the four points of a compass to locate countries on a map.		- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - I can 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.	
Geographical Skills and Fieldwork (enquiry, outdoor learning, vocabulary, fieldwork)			Observe and annotate/draw human and physical features on a walk of the local area around the school.			Take photographs of human and physical features whilst in the field to use to ask and answer questions. Observe and record data linked to an enquiry question. Communicate findings from fieldwork in ways appropriate to the task/audience e.g. persuasive writing.	Use fieldwork to observe, measure, record and present the human and physical features in an area of the UK using methods including sketch maps, plans, graphs and digital technologies. Ask and answer geographical questions using the correct vocabulary. Observe and record geographical data (e.g. the speed water flows through a meander). Communicate findings in ways appropriate to the task/audience.	
End Points	-		- I can 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.		- I can use fieldwork to observe, record and present findings. - I can link my findings to an enquiry question.		- I can 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.	

Haveley Hey Knowledge Map

Year	1	Subject	Geography	Unit	Our Local Area
Links to rights:			Trips/ Visitors	Trip around the local area	

Children will begin to understand the human geography of where they live. They will begin to explore maps of the local area and will be able to explain where they live in the world. Children will be introduced to the fact that the UK is made up of four nations. Children will begin to understand different types of settlements by understanding that Wythenshawe is a town in the city of Manchester and they will learn about different types of houses.

Prior Learning	Future Learning
EYFS - Reception – People in their community	Y2 – My Local Area Y3 – Comparison to Crete

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills, Geographical Skills and Fieldwork
• Name and locate the four countries of the United Kingdom and name their capital cities. **(L2)** • Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and Europe. **(L2)**	• Identify human and physical features of the local area using maps **(L2/3/4)** and a local walk. **(L5)**	• To understand that geography is the study of connections between people and places. **(L1)** • Use basic geographical vocabulary to identify and describe key human features (shops, buildings, town) in my local area. **(L1/2/3/4/5)**	• Use basic geographical vocabulary to identify and describe key physical features (fields, trees, houses) in my local area. **(L1/2/3/4/5)**	• Use aerial photographs to recognise landmarks and basic human and physical features around the school. **(L2/3/4)** • Observe and annotate/draw human and physical features on a walk of the local area around the school. **(L5)**

What pupils need to know:

Key Learning

Key question: What is the geography of where I live?

1. **What is geography all about? (CG Q1)**

✓ To know that geography is the study of the connections between people and places.
✓ To be able to differentiate between human geography (man-made elements of the environment) and physical geography (natural elements of the environment).

2. **Where in the United Kingdom do I live? (CG Q2)**

✓ Use Google Earth to locate Wythenshawe and then Haveley Hey.
✓ To know that Wythenshawe is a town in the city of Manchester.
✓ Using the aerial photographs (and the ground level function) provided by Google Earth, talk about the geographical (human and physical features) within the local area.
✓ To know the names of the four nations that make up the United Kingdom.

Vocab

Tier 2	Tier 3
Place People Environment Landscape Natural Man-made United Kingdom Country Nation Town City Capital City	Physical geography Human geography Land use Recreation Economic activity Public services Residential Scale

✓ To identify and locate where they live in relation to the four nations of the UK and its largest cities. **3. What does Google earth tell me about the geography in my local area? (CG Q3)** ✓ To identify and locate geographical features of the local area of the school using Google Earth. ✓ To recognise different types of houses within their local area and name them (terrace, semi-detached etc). ✓ Annotate and label the features onto an aerial photograph of the local area around the school. (Evidence this in books) ✓ Use the time slider facility to see if anything has changed in the local area in their lifetime. **4. What are the main land uses within my local area? (CG Q4)** ✓ Discuss the geographical features identified so far within the local area in previous lessons. ✓ With support, children can organise these features into the broader categories of transport, residential, economic activity, public services and open space. ✓ Identify and locate geographical features within these categories and create a colour-coded map of the local area with a key. **5. What is the geography of where I live? (CG Q5) FIELDWORK + follow-up** ✓ Plan a route to walk around the local area, using Digimaps, thinking about the human and physical features they would see on their way. ✓ On their walk, children annotate their maps to show the more significant human and physical features (some children could photograph these too). ✓ Back in school, discuss the geographical features that they identified and ink to the categories created in the previous lesson, if possible.	Continent Europe Ocean / Sea Annotate Local area Street Road Field Open space Transport Motorway	

Haveley Hey Knowledge Map

Year	1	Subject	Geography	Unit	Extreme Weather
Links to rights:			Trips/ Visitors		

Children will begin to understand that the weather is different in different places around the country and the world. They will be introduced to the idea of the equator and will begin to understand that countries close to this are hotter. Children will begin to understand how extreme weather can impact people. They will be introduced to the seven continents of the world and the surrounding oceans. They will be introduced to Robert Scott and find out about his trip to Antarctica. Children will use data loggers for the first time to monitor the weather locally.

Prior Learning	Future Learning
EYFS - Contrasting Environments & Habitats Year 1 - Our Local Area	Year 1 - Paws, Jaws and Claws Year 2 - Explorers Year 3 – Rainforests (climate zones)

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and Europe. **(RECAP throughout)** • Identify the equator, north and south poles on maps and globes. **(L4)**	• Compare and contrast hot and cold continents. **(L4)**	Explain the difficulties of living in certain environments. **(L1/5)**	• Observe and describe seasonal and daily weather patterns by keeping a weekly class weather chart. **(L2)** • Present, describe and offer reasons for some of the ways in which the weather has changed during a period of measurement. **(L2)** • Identify, recognise and describe the key geographical features of hot and cold continents. **(L4)** • Explain in simple terms why the temperature of places varies across the world. **(L3)**	

What pupil's need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: How does weather affect our lives? RECAP: the four nations of the UK and their capital cities.	rain sunshine	cloud cover

1. What is weather? (CG Q1) ✓ To know that there are different types of weather. ✓ To identify different weather elements (rainfall, wind, fog, snow, temperature, cloud cover, sunshine) and explore which of these can change quickly and how they vary from day to day - explore a pre-made weather chart and describe the patterns they see. Make a connection between weather and everyday lives i.e. to know how to dress for different kinds of weather, how extreme weather can be disruptive and how it can affect people's jobs (farmers etc). **2. How does the weather change through the seasons of the year? (CG Q3)** ✓ To know that, in the UK, there are four seasons (spring, summer, autumn and winter). ✓ To understand that each season has an expected pattern of weather which varies in different parts of the UK. ✓ To plot weather patterns around the UK on a graph. **3. Why isn't the weather the same everywhere in the world? (CG Q4)** ✓ To begin to understand why different countries in the world have different weather patterns. **4. How can Antarctica be a desert when it's the coldest place on Earth? (CG Q5)** ✓ Begin to describe similarities and differences between Antarctica and the Sahara Desert. **5. Why do we remember Captain Robert Scott? (CG Q6)** ✓ To know who Captain Scott is. ✓ To be able to describe how extreme weather impacted Captain Scott.	wind fog snow tornado drought cloud temperature seasons; spring; summer; autumn; winter extreme weather United Kingdom Country Continent Antarctica Africa Weather chart Desert Explorer	

Haveley Hey Knowledge Map

Year	1	Subject	Geography	Unit	Jaws, Paws and Claws
Links to rights:		Trips/ Visitors	Trip to the zoo		

Children will begin the journey of the children's understanding about biomes and natural regions whilst continuing their learning about hot and cold places on earth. They will further their understanding of some of the seven continents of the world and deepen their understanding of the difference between Antarctica and the Sahara Desert by learning about the animals that live there and how they have adapted to their environment. Similar comparisons will be made to animals living between the North and South Poles.

Prior Learning	Future Learning
EYFS - Contrasting Environments & Habitats Year 1 - Extreme Weather	Year 2/4 - Science - Living things and their habitats Year 3 - Rainforests and Deserts Year 6 - Frozen Kingdom

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• Identify the Equator, North and South Poles on maps and globes. **(L12/3/4/5)**	• Compare and contrast hot and cold continents. **(L3)**	• Use basic geographical vocabulary to identify and describe key human features (shops, buildings, town) in non-European countries. **(L1)** • Explain the difficulties of living in certain environments. **(L2/3/4/5)**	• Use basic geographical vocabulary to identify and describe key physical features (fields, trees, houses) in non-European countries. **(L1)** • Identify hot and cold areas of the world in relation to the Equator, North and South Poles. **(L1/2/3/4/5)** • Identify, recognise and describe the key geographical features of hot and cold continents. **(L2/3/4/5)** • Explain in simple terms why the temperature of places varies across the world. **(L6)**	• Use aerial photographs to recognise landmarks and basic human and physical features **(L1)** • To understand and use directional/locational language (near and far; left and right etc) in order to describe the location of features on a map. **(L1/3/4)**

What pupil's need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: Why don't penguins need to fly?	Continent	Ice sheet

RECAP: the 4 nations that make up the UK / the names of some of the seven continents they have already learnt about (Europe, Antarctica, Africa) / recap physical and human geographical features. **1. What can be found in Antarctica? (CG 1)** ✓ To know that the South Pole is in Antarctica. ✓ To know that Antarctica is a continent. ✓ To be able to make simple observations of geographical features, looking at aerial photographs of Antarctica. **2. How do penguins survive in Antarctica? (CG2)** ✓ To understand how penguins are able to survive in the coldest, driest and windiest place on Earth. ✓ To know how penguins are adapted to live in such an extremely cold and wet habitat. **3. How do camels survive in the Sahara Desert? (CG3)** ✓ To know that the Sahara Desert is in the continent of Africa and to be able to name some of the countries that lie within the desert. ✓ To be able to recap and make further comparisons between Antarctica and the Sahara Desert using geographical language. ✓ To know how camels are adapted to live in such an extremely hot and dry habitat. **4. How is the Arctic different from the Antarctic? (CG4)** ✓ To be able to identify the Equator, North Pole and South Pole. ✓ To know how the environment at the North and South Poles are similar and different. ✓ To know that under the ice at the South Pole is land whereas it is water at the North Pole. **5. Why are there no polar bears in Antarctica? (CG5)** ✓ To be able to explain how a polar bear has adapted to live in the Arctic. ✓ To know that the climate in Antarctica is far too cold for polar bears. ✓ To understand why a polar bear wouldn't be able to make the journey from the Arctic to Antarctica. **6. Why don't penguins need to fly? (CG7)** ✓ Children to create a piece of work, bringing together everything they have learnt in their topic to show why penguins don't need to fly.	Ocean Antarctica Southern Ocean Equator North Pole South Pole Mountain Valley Snow Ice Blizzard Desert Landscape Environment Rain Wind Pebbles Shore Hill Cliff Habitat Africa Iceberg Arctic Temperature Summer Winter Predator Food Animal River Waterfall Jungle Country	Adapted Sand dune Carnivore Gorge

Haveley Hey Knowledge Map

Year	2	Subject	Geography	Unit	Explorers
Links to rights:		Trips/ Visitors	Explorers day Trip to Wythenshawe Park		

Children will continue to develop their understanding of the seven continents of the world and will use maps and aerial photographs to explore contrasting human and physical features. They will begin to plot routes on maps whilst learning about explorers such as Christopher Columbus, Ranulph Fiennes and Amy Johnson. The children will learn about The Bahamas, investigate the geographical features using photographs, maps and secondary sources such as videos.

Prior Learning	Future Learning
Year 1 - Extreme Weather (Robert Scott); Jaws, Paws and Claws	Year 3 - Rainforests

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills, Geographical Skills and Fieldwork
• To name and identify the four countries of the UK, its capital cities and surrounding seas on a map. **(L1)** • To name and locate the world's seven continents and five oceans. **(L2)** • To identify the Equator and the North and South Poles on maps and globes. **(L3)**	• To identify and compare human and physical features of a small part of the UK and a non-European country using maps and secondary sources (videos, books etc.). **(L5/6)**	• To use basic geographic vocabulary to identify and describe human features of a different part of the UK and a non-European country. **(L5/6)**	• To use basic geographic vocabulary to identify and describe physical features of a different part of the UK and a non-European country. **(L5/6)**	• Use aerial photographs to retrieve information (recognise landmarks; identify basic human and physical features). **(L4/6)** • To understand simple compass directions (N/S/E/W) and locational/directional language (near and far; right and left) to describe the location of features on a map in the UK. **(L4)** • Use world maps, atlases and globes to identify countries, continents and oceans studied. **(L2/3/4)**

What pupil's need to know:

Key Learning

Key question: What is it really like in The Bahamas?

RECAP: children should know the names of the four nations that make the UK /
they should be able to recall the continents Europe, Africa and Antarctica and discuss the climates on each. The children should also be able to talk about the difficulties explorer Robert Scott faced when exploring Antarctica.

1. **What are the United Kingdom's countries, capital cities and surrounding seas?**

✓ Locate and label England, Northern Ireland, Scotland and Wales on a blank map of the UK.

Vocab

Tier 2	Tier 3
Atlas Globe Map Continent Country City	Aerial photograph Inhabitants Human features Physical features Climate

✓ Use maps and keys to find the capital cities in each of the four nations and the surrounding seas. ✓ Children to label a blank map of the UK with this information. **2. What are the continents and oceans of the world?** ✓ To know that a continent is a very large block of land (a continent is usually made up of different countries). ✓ To know that Europe, Asia, Africa, North America, South America, Oceania and Antarctica are the seven continents. ✓ To understand how globes and atlases are different. ✓ To use globes and atlases to locate the seven continents (and explore the resources to identify countries within those continents); the Equator, North and South Pole; and the five oceans. Mapping Our World on the Oxfam website is also a good tool to use to explore the continents and seas: https://www.completecontrol.co.uk/project/mapping-our-world/ **3. Who are the most famous explorers?** ✓ To know that Captain Cook was the first European to discover Australia and the Pacific Islands. ✓ To recall the challenges faced by Robert Scott in Antarctica. ✓ To know that Ranulph Fiennes is recognised as the world's greatest living explorer after leading expeditions to the Antarctic, travelling across Antarctica unsupported, climbing Mt Everest as well as the highest mountain in each continent. He was also the first person to travel around the globe from the North Pole to the South Pole. ✓ To know that Amy Johnson was the first female pilot to fly from London to Australia. ✓ To know that Neil Armstrong was the first man to step on the moon. ✓ Children to choose one of the explorers to write about. **4. Where is The Bahamas?** ✓ Locate The Bahamas on a world map and to be able to state that they are part of the continent North America. ✓ To know that Christopher Columbus crossed the Atlantic Ocean to find a new route to China but instead landed on a Caribbean island which he named the West Indies. ✓ Plot this route out onto a blank map with a scale. Using the scale, discuss how long it might take to walk, drive, sail, fly the same route Columbus took. ✓ Use directional language when describing his route. **5. What did Columbus see when he arrived in The Bahamas?** ✓ Explore photographs and aerial view images of The Bahamas. ✓ Identify the geographical human and physical features found in The Bahamas. ✓ Make comparisons of geographical features between The Bahamas to Blackpool/Fleetwood. **6. Why should people visit The Bahamas?** ✓ Explain which human and physical features in The Bahamas would make people want to visit. ✓ Explore tourist attractions on the islands. ✓ Interpret data on the climate in The Bahamas – when is the best time to visit? ✓ Create a leaflet/poster to share information about what The Bahamas is really like.	Ocean Scale Symbols Key Equator North Pole South Pole Explorer Expedition Location Plot Compass North, South, East, West Identify Locate Temperature Tourist	

Haveley Hey Knowledge Map

Year	2	Subject	Geography	Unit	Beachcombers
Links to rights:			Trips/ Visitors	Trip to Fleetwood beach	

Children will identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through investigation they will be able to identify the similarities and differences in land use and economic trade with their own local area. Children will begin to learn about pollution and how this impacts coastal environments.

Prior Learning	Future Learning
Y1 – My Local Area; Extreme Weather Y2 – Wonderful Wythenshawe	Y3 – Rainforests and Deserts; Greece

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To name and locate the world's seven continents and five oceans on a map. **(L1)** • To name and identify the four countries of the UK and its surrounding seas. **(L2)**		• To use basic geographical vocabulary to identify and describe human features of a different part of the UK. **(L4)** • To understand that geography is the study of how people are connected with environments. **(L4)** • To describe how pollution affects an environment. **(L6)**	• To use basic geographical vocabulary to identify and describe physical features of a different part of the UK. **(L3)**	• To understand simple compass directions (NESW) to describe the location of features on a map of the UK. **(L5)** FIELDWORK (St Ann's): • Go outside to observe and record key human and physical features of a locality. • Sketch a map of an area in a locality and label with a key. • Use aerial photographs to make links to what they have seen in the field. • Use the results of fieldwork to be able to answer geographical questions.

What pupil's need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: Why do we love being by the sea so much? RECAP: **1. What can we learn about the world from a globe? (CG Q5)**	Seaside Countryside Town City	Urban Rural Heath

✓ Children can explain the difference between a country and a continent. ✓ Children to know the difference between and ocean and a sea. ✓ To know that water covers almost three-quarters of the world. ✓ Children to locate the seven continents, five oceans, north and south pole, equator and the UK. **2. What are the seas and oceans around the UK? (CG Q5)** ✓ To recall the four countries in the UK and their capital city. ✓ To be able to name and label the seas and oceans surrounding the UK. ✓ To know what the coast is. ✓ To Children know where Devon is in relation to Manchester (using NESW compass points). ✓ Children to explore the world map, using compass points in discussions. **3. How is the seaside different to other places? (CG Q1)** ✓ To be able to use geographical language to talk about the seaside, coast, towns and cities, using physical features when explaining their reasoning. ✓ To develop their geographical vocabulary, learning the words rural and urban, explaining to others what they mean. **4. How do people enjoy themselves at the seaside? (CG Q2)** ✓ To study images of a beach in a different part of the UK. ✓ To be able to discuss the features of Wembury beach and identify human activity. **5. How do people affect the beach at Wembury? (CG Q4)** ✓ To know that human activity can affect wildlife. ✓ To be able to identify pollution as an issue in coastal environments. ✓ To describe how pollution affects the seaside. **Fieldwork trip - Fleetwood** To think of geographical questions that can be answered by visiting the seaside. To identify human and physical features of Fleetwood beach. To sketch a map with a key, ready to compare to an aerial photo when back in school. **6. How have seaside holidays changed since the 1970s? (CG Q6)** ✓ Compare and contrast modern holidays to holidays in the 1970s. ✓ To know that air travel has changed seaside holidays.	Flats Sand Beach Pebbles Mountain Rocks Field High Street Sea Shops Road Street Trees Wood Crops Farming Cliff Houses Hill Traffic Habitat Environment Pollution Continent; North America; South America; Europe; Africa; Asia; Oceania; Antarctica Ocean Country North Pole South Pole Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean Compass Map River Mountain Desert Island Resort Region	

Haveley Hey Knowledge Map

Year	2	Subject	Geography	Unit	My Local Area
Links to rights:		Trips/ Visitors	Trip to the Civic Centre		

Children will compare their local area with a contrasting village in Asia which is built on water. They will investigate the lives of children in Kampong Ayer and look for similarities with their own lives. They will also investigate land use, transport and education in their local area in comparison with Kampong Ayer.

Prior Learning	Future Learning
Year 1 – My Local Area	Year 2 – Coasts Year 3 - Greece

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills, Geographical Skills and Fieldwork
• To name and identify the four countries of the UK. **(L1)** • To name and locate the world's seven continents and five oceans on a map. **(L1)**	• To identify and compare human and physical features of a small part of the UK and a non-European country using maps and secondary sources (videos, books etc.). **(L2/3/4/5/6)**	• To use basic geographical vocabulary to identify and describe human features of a different part of the UK and a non-European country. **(L2/4/6)**	• To use basic geographical vocabulary to identify and describe physical features of a different part of the UK and a non-European country. **(L3/6)**	• Use world maps, atlases and globes to identify countries, continents and oceans studied. **(L1/2)** • Use aerial photographs to retrieve information. **(L6)**

What pupil's need to know:

Key Learning

Key question: How does the Geography of Kampong Ayer compare to Wythenshawe?

RECAP: Children should know that they live in England, a nation in the United Kingdom which is a country in Europe. The children should be able to recognise different types of houses and be able to differentiate between human and physical geography. Additionally, the children have also learnt about hot and cold countries and should be able to locate the equator. The children should also be able to name and locate the seven continents.

1. How does the location of Kampong Ayer compare to where I live? (CG Q1)

- ✓ To know that 'location' means the position of something in the world.
- ✓ To know that a settlement is where people live such as a village, town or city.
- ✓ To know that Wythenshawe is a town in the city of Manchester in the country of England, part of the United Kingdom.
- ✓ To know The United Kingdom is in Europe.

Vocab

Tier 2	Tier 3
United Kingdom Country Village Town City Compare Sea River Transport House Weather	Settlement Location Continents Europe Asia Equator Northern hemisphere Southern hemisphere Brunei Borneo Tide Scale Climate Tropic of Cancer

✓ To know Kampong Ayer is a small village settlement in Brunei which is in Asia and it is very close to the equator **2. How do people's homes in Kampong Ayer compare with mine? (CG Q2)** **LINK TO THE RIGHTS** ✓ To understand that Kampong Ayer is a village on the water and the houses are on stilts. ✓ Compare the similarities and differences between their houses and a child's in Kampong Ayer. **3. How does the weather in Kampong Ayer compare with the weather where I live? (CG Q3)** ✓ To know the weather in Kampong Ayer is very hot because it is near the equator- it has a tropical climate. ✓ Compare these temperatures with the UK and a country further away from the equator. Use www.bbc.co.uk/weather for 5-day forecast information. ✓ To know that countries on the equator have a hotter (tropical) climate, whereas countries further away are generally colder (polar). **4. How do the people in Kampong Ayer travel around compared with how people travel where I live? (CG Q4)** ✓ Compare the different modes of transport they use in Wythenshawe with the transport that is used in Kampong Ayer. ✓ Compare what human resources they have access to in Wythenshawe compared with Kampong Ayer. ✓ To understand that people have some things nearby, but may need to commute for other things they need. ✓ Children to compare the amenities in the nearby vicinity of Wythenshawe (hospital, airport, shops etc.). **5. How does going to school in Kampong Ayer compare with my school? (CG Q5) LINK TO THE RIGHT TO AN EDUCATION** ✓ Compare the school life of children in Kampong Ayer with their school life. **6. How does the geography of Kampong Ayer compare to where I live? (CG Q6/7)** ✓ To understand that Kampong Ayer is close to a rainforest and a rainforest is a type of habitat- a biome. ✓ To know some of the differences between rainforests and UK woods (possible visit to Crossacres Wood). ✓ Use aerial photos to make comparisons between the human and physical geography of Kampong Ayer and Wythenshawe.		Tropic of Capricorn Rainforest Habitat

Haveley Hey Knowledge Map

Year	3	Subject	Geography	Unit	Farm to Fork
Links to rights:	Right to good food and water		Trips/ Visitors	Visit a farm	

During this topic, the children will build on their learning about hot and cold countries from Key Stage 1. They will study climate zones and weather patterns in more detail with links made between the climate zones and food grown there. They will look at which food is grown, caught and reared in the UK, thinking about why the Peak District is a good place for farming.

Prior Learning	Future Learning
Year 1 – Extreme Weather Year 2 - Explorers	Year 4 – Energy Year 5 – Britain's National Parks Year 6 – Fair Trade

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• Use globes, maps and atlases to explain the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. **(L2/3)**		• To describe and understand key aspects of human geography such as land use and the distribution of natural resources such as food. **(L3/4/5/6)**	• To describe and understand key aspects of physical geography such as climate zones. **(L2/3/5)**	• Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied, **(L1/3)**

What pupils need to know:

Key Learning

Key question: Where does our food come from?

RECAP: children should be able to name and locate the seven continents and five oceans; they should be able to name the four nations that make up the UK and name their capital cities; they should also be able to talk about hot and cold countries and their human and physical features.

1. Where does food come from?

✓ To know that food is grown, reared or caught.
✓ To know that the foot we eat doesn't just come from the UK.
✓ To be able to locate some of these places on a world map.

2. What is a climate zone?

✓ To know that a climate zone is a long-term weather pattern.
✓ To know that the sun provides the energy that drives the world's climate.
✓ To know that, generally, the hottest places are at or near the equator where the midday sun is high in the sky.

Vocab

Tier 2	Tier 3
Equator Continents Transport Oceans Weather Weather patterns Atmosphere Land use – farmland Farmed Caught Crops Locally-sourced	Northern Hemisphere Southern Hemisphere Climate Reared Imported Produce Harvest Conditions Trade

✓ To know that a climate is a result of a combination of atmospheric conditions such as temperature, rainfall, wind and sunshine. **3. What impact do climate zones have on the food we eat?** ✓ To be able to explain what a climate zone is. ✓ Explore where well-known pieces of fruit are grown. ✓ To be able to locate places on a world map. ✓ To understand the impact of the climate on the ability to grow certain fruit well. ✓ To know that some fruit and vegetables have to be imported and understand why. **4. Which food comes from the UK?** ✓ To know that three-quarters of the land in the UK is farmland. ✓ To know that food can be caught, grown and reared in the UK. ✓ Make links to the trip to the farm. ✓ To think about the advantages of buying locally-sourced food. ✓ To know which animals produce which meat. **5. How do the seasons affect what I eat?** ✓ To understand how seasonality works. ✓ To know that seasonality impacts what we eat. ✓ To be able to share examples. **6. Why is the Peak District a good place for faming?** ✓ To be able to locate the Peak District in relation to our local area. ✓ To compare and contrast the geography of the Peak District to Wythenshawe. ✓ To know which types of farms are located in the Peak District. ✓ To understand why it is a good environment for farming. https://www.peakdistrictonline.co.uk/peak-district-farming/#google_vignette is a useful website for teachers to read about the history of farming in the Peak District and the difficulties they have faced and look to face.		

Haveley Hey Knowledge Map

Year	3	Subject	Geography	Unit	Rainforests
Links to rights:			Trips/ Visitors	VR Headset	

Children will become more confident in their understanding of climate zones and biomes and will use maps and atlases to explore the Northern and Southern hemispheres as well as the Tropics of Cancer and Capricorn. They will begin to explore the effect of deforestation and think about how this could impact on global warming.

Prior Learning	Future Learning
Year 1 – Extreme Weather; Plants (Science) Year 2 – Explorers; Plants (Science)	Year 5 – Rivers Year 6 – Climate Change

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To recap countries and cities of the UK, identify regions and their human and physical features. **(L1)** • Use maps to locate countries within Europe, North and South America, concentrating on environmental regions and key physical/human geography. **(L2/4/5/6)** • Use globes/maps/atlases to identify the position and significance of the Equator, Northern and Southern Hemisphere. **(L2/4/5)**			• To describe and understand key aspects of physical geography such as climate zones and biomes. **(L1/3/4/5/6)** • To understand the characteristics of different biomes. **(L4/5/6)**	• Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied, **(L2/4/5/6)** • To understand and use the four points of a compass to locate countries on a map and build knowledge of the wider world. **(L2)**

What pupils need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: Why are rainforests so wet and deserts so dry? RECAP: Children will now be able to locate and name the nations that make up the United Kingdom. They have previous experience of studying the weather, particularly in hot and cold climates and making comparisons. Earlier in the year, the	Weather Wind Cloud Thunderstorm	Temperate Biome Climate Climate graph

children also learnt what a climate was and should be able to talk about how it is a combination of atmospheric conditions and its impact on growing food. **1. Why is climate different across the United Kingdom? (CG Q1)** ✓ To simply explain the climate of the UK (temperate climate: 4 seasons- winter cold and wet; summer warm and wet; usually mild temperatures with rare extremes). ✓ To know that the climate isn't the same in every place in the UK – further north is further from the equator so colder than the south. ✓ Make comparisons of temperature in the North West to other regions in the UK. **2. What are the world's climates? (CG Q2)** ✓ To know that the Earth is split into different climates according to patterns of temperature and rainfall. ✓ To use maps to explore climates around the world. ✓ To make comparisons and spot patterns of climate around the world. ✓ **How do climate graphs help geographers compare the climate of one place with another? (CG Q3)** ✓ To know that a climate graph is a graph used by geographers to learn about the climate in different places. ✓ To know that a climate graph shows average temperature each month as well as average rainfall. ✓ With support, make conclusions about the climate by looking at climate graphs. ✓ Use information from www.metoffice.gov.uk/public/weather/climate to construct a climate graph for Wythenshawe. ✓ **How does the climate affect the plants and animals living in a place? (CG Q4)** ✓ To begin to understand that a biome is a large geographical area with a distinctive community of animals and plants, with a variety of habitats that are adapted to local environmental conditions. ✓ To know that the climate is a key factor in determining the nature of a biome. ✓ To begin to understand that biomes stretch across the continents in belts that are loosely linked to latitude. ✓ To know that biomes cover land and sea/oceans. ✓ To know that there are 5 main types of biome: forest, grassland, desert, tundra, aquatic. ✓ To make judgements about a climate from looking at photographs. ✓ **Why is the jungle of the Amazon Rainforest so wet and humid? (CG Q5)** ✓ To know that two biomes (a desert and tropical forest) can be found in South America. ✓ To know why the River Amazon is important. ✓ To investigate the climate of Manaus (a city located in the Amazon Basin) and create their own climate graph. ✓ Compare the climate (temperature and rainfall to the climate graph of Manchester completed in lesson 3. ✓ To understand why is rains so much in the Amazon Basin. ✓ To be aware of the impact of deforestation on the Amazon Rainforest. ✓ **Why is Arica the driest inhabited place on Earth? (CG Q6)** ✓ To know that Arica is in Chile, South America ✓ To identify the correct biome for Arica (hot desert). ✓ To begin to understand why Arica is the driest, inhabited place in the world. ✓ Describe the geography of the Atacama Desert.	Temperature Mild Pattern Country Location North Pole Rainforest Desert Sahara City Ocean River Annual Season Ice cap Mountain Environment Grassland Shrubs Trees Landscape Moss Animals Forest Predators Oxygen South America	Tropical Average Polar Humid Drought Distribution Tributary Source Mouth Equator, Equatorial Tropic of Cancer Tropic of Capricorn Northern Hemisphere Southern Hemisphere Continental Mediterranean Meteorological Coniferous Savannah Tundra Carnivore Herbivores Evergreen, Deciduous Convection Condensation Cumulonimbus Amazon Basin Amazonia Inhabited Adaptation

✓ To compare and contrast the Atacama Desert with the Amazon Rainforest. ✓ To understand how the plants and animals found in the two biomes have adapted to be able to live there.		

Haveley Hey Knowledge Map

Year	3	Subject	Geography	Unit	Greece
Links to rights:			Trips/ Visitors		

Children will build on their place knowledge around the world, comparing life in Crete, Greece with that of the North West, the region of the UK that they live in. They will study the human and physical features of the regions and investigate, using maps, how the land is used and what types of settlements there are.

Prior Learning	Future Learning
Y1 – My Local Area Y2 – Wonderful Wythenshawe; Beachcombers Y3 – Ancient Greece (History)	Y4 – Megacities Y5 – Rivers Y6 – Mountains

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To locate the countries of Europe (including Russia) and their major cities using maps. **(L1)**	• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. **(L3/4/5/6)**	• To describe and understand key aspects of human geography such as land use and the distribution of natural resources such as types of settlement and land use, economic activity, including trade links. **(L4/5)**	• To describe and understand key aspects of physical geography such as climate zones, biomes, rivers and mountains. **(L2/3)**	• Use aerial photographs and atlases to retrieve information. **(L1/2/3/4/5/6)** • Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied. **(L1/2)**

What pupils need to know:

Key Learning

Key question: What is it like to live in Greece?

RECAP: Children should be able to identify England as one of the four countries in the UK and locate the North West on a map. They should have some understanding of the regions in the UK and prior learning of a beach in the region. Children have previously learnt about human and physical features and should be becoming more confident when talking about this.

1. Where in the world is Greece and what are its key geographical features?

- ✓ To know the continent that Greece is part of.
- ✓ To know which seas/oceans surround Greece and that it has one of the longest coastlines in Europe.
- ✓ To know the capital city of Greece.
- ✓ To know that Greece is in southern Europe and is made up of a large mainland, two smaller peninsulas and thousands of islands.

Vocab

Tier 2	Tier 3
Country Continent City Coastline Sea Ocean River Lake Mainland Islands Human geography	Peninsula Region Settlement Mountain range Peak Tourism Agriculture Rural Urban Land use Climate Biome Developed

✓ To know about any mountain ranges, lakes and forests in Greece. **2. What are the key features of the UK and the North West region?** ✓ To begin to understand the differences between human and physical geographical features. **UK:** o To know the continent that the UK is in. o To know that the UK is made up of 4 countries and to know the capital cities. o To know the seas/oceans that surround the UK. o To know about any mountain ranges, lakes and forests in the UK. **North West:** o To know that the north west is one of nine regions in England. o To know the five counties that make up the north west. o To investigate a key settlement, a river and an area of high land in the region. **3. What are the key geographical features of Crete and how do they compare to my region?** **Crete:** o To know how many regions there are in Greece and to locate Crete as a region of Greece. o To be able to find out key information about Crete such as information about its coastline, which sea it lies in, the region's capital city. Locate these on maps. o Investigate the climate in Crete. **North west:** o To know that the north west is made up of five counties. o To know the longest river, highest peak and largest lake in the north west and which counties they lie in. o To be able to compare terrain, coastal/inland, coastlines, rivers and other key physical features between Crete and the north west. **4. What are the key settlements in Crete and how do they compare to my region?** **Crete:** o To know that Crete is a mountainous island that stretch from one side of the island to the other, o To know that the main cities are situated in the north of the island thus making it the main tourist area though the south has many isolated beaches. Smaller villages can be found inland. **North west:** o To know that the north west is the third most populated region in the UK. o To know that the largest settlements are Greater Manchester and Merseyside. o To understand that the north west is a mix of rural and urban landscape- south of the region largely urban (Manchester and Liverpool) though the Cheshire plain is rural whereas north of the region is largely rural (Cumbria and northern Lancashire). **5. How is the land used in Crete and how does it compare to my region?** **Crete:**	Physical geography Compass points- north, south, east, west	Undeveloped

o To know that there are two main harbours, many fishing ports and five airports in Crete (though only three airports are used for passenger planes. o To know that the main sources of wealth in Crete are agriculture (extra virgin olive oil, oranges etc) and tourism. **North west:** o To know that land in the north west is mainly undeveloped. o The land is used for residential, agricultural, forestry/open land, recreation uses. ✓ **What are the similarities and differences between Crete and my region?** ✓ To be able to summarise the key similarities and differences between Crete and the north west. Children should consider geographical human and physical features as well as land use, settlements and climate. ✓ Children should answer the key question **What is it like to live in Greece?** as part of this lesson.		

Haveley Hey Knowledge Map

Year	4	Subject	Geography	Unit	Energy
Links to rights:	Article 27: the right to a good standard of living		Trips/ Visitors	Fieldwork trip to Manchester	

Children will begin to understand what natural resources are and that they are distributed unevenly across the world. They will learn that natural resources come from nature, but that some of these will run out. They will hear about coal production in the UK and will learn about more sustainable ways of making electricity including wind and sunshine. Children will think about resources such as food and how we can live more sustainably. Children will investigate the school's energy consumption and will think about ways to reduce costs.

Prior Learning	Future Learning
Year 3 – Farm to Fork	Year 6 – Climate Change

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
		• To describe and understand key aspects of human geography such as distribution of natural resources including energy. **(L1/4/5)** • To evaluate how pollution affects the world. **(L6)** • Reach informed conclusions about how sustainability can be achieved. **(L3/4/5)**		• Observe and record data linked to an enquiry question. **(L2)** • Communicate findings from fieldwork in ways appropriate to the task/audience e.g. persuasive writing. **(L3)**

What pupils need to know:

Key Learning

Key question: How can we live more sustainably?

RECAP: In Year 3, the children learnt about the benefits of buying locally-sourced food and the advantages of growing your own. Additionally, the Y3 Rainforests topic also touched on deforestation in the Amazon as having an impact on global warming.

1. **What does being sustainable actually mean? (CG Q1)**

✓ To describe and explain what living sustainably means and give examples.
✓ To know that some resources are non-renewable such as oil, coal and gas so they will eventually run out.
✓ To know that some resources are renewable so they will never run out (wind, solar, water).

Vocab

Tier 2	Tier 3
Recycle Energy Ocean Wind Tides Waves Fishing Forestry	Sustainable Unsustainable Economic activity Biodiversity Sustainable development Solar Turbine

2. How sustainable is Haveley Hey? ✓ Mrs Spiteri to speak to Year 4 children about sustainability in school. ✓ Participate in completing an environmental review of the areas of sustainability in school. **3. How can we help to make our school more sustainable? (CG Q2)** ✓ To create an action plan to increase sustainability within school by identifying the greatest priorities. ✓ Write a class letter to the MP to ask for support from the Government. **4. Why are we seeing more wind and solar farms in the countryside? (CG Q3)** ✓ To know that the sun and wind produce solar energy. ✓ To have a basic understanding that the sun and wind can be converted into electricity. ✓ To understand that the type of electricity used in the UK is changing over time and offer reasons for this. ✓ To have a basic understanding that non-renewable resources release C02 which increases the Earth's temperature. **5. How are solar cookers helping Sunita and her family to live more sustainably? (CG Q5) Link to article 27: Right to a good standard of living.** ✓ To understand place Knowledge of Nepal- one of the poorest countries in the world. Compare life in Nepal to their own. ✓ To gain an understanding about how using solar energy will impact on Sunita's life including her health, deforestation, lower greenhouse gases. **6. What will happen if the world continues to be unsustainable?** ✓ Children to learn about the uneven spread of natural resources currently. ✓ To know that fossil fuels will soon run out. ✓ To look at the impact of pollution, deforestation on global warming and climate change. ✓ Create a piece of work explaining the impact of this, proposing a more sustainable lifestyle and explaining the benefits.	Health Diet Exercise Resource Reusable Rechargeable Electricity Transport Waste Global Energy Gas Pollution Government Fuel	Conservation Power station Minerals Generator Turbine Greenhouse gases Greenhouse effect Carbon dioxide Atmosphere Fossil fuels Glacier Ice sheet Global warming Settlement Deforestation Solar cooker

Haveley Hey Knowledge Map

Year	4	Subject	Geography	Unit	Natural Disasters
Links to rights:	Article		Trips/ Visitors		

Children will consolidate their understanding of the seven continents of the world and oceans through looking at fault lines across the world. They will develop an understanding of different places by thinking about why some countries are better equipped for earthquakes and tsunamis than others. They will think about how humans interact with earthquakes. They will use their understanding of settlement to give reasons for why people may be more or less effected by them

Prior Learning	Future Learning
Year 3 – Rocks and soils (Science)	Year 5 – Natural Disasters (Volcanoes)

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To further develop understanding of the world's continents and oceans. **(L1/6)** • Use globes, maps and atlases to explain the position and significance of the equator, latitude and longitude. **(L1)**		• To describe and understand key aspects of human geography such as types of settlement and economic activity. **(L4)**	• To describe and understand key aspects of physical geography such as volcanoes and earthquakes. **(L2/5/6)**	• Use world maps, atlases and globes to identify the countries, continents and oceans and describe the features studied. **(L2/3/5/6)**

What pupils need to know:

Key Learning

Key question: Why do some earthquakes cause more damage than others?

RECAP:

1. Where is Christchurch and what happened in February 2011? (CG Q1)

✓ Locate the continents and oceans.
✓ Locate the equator and differentiate between lines of latitude and longitude.
✓ To locate New Zealand and know that it is on the continent of Oceania.
✓ Describe the effects of the Christchurch earthquake in 2011, using various sources..

2. How has New Zealand been affected by earthquakes in the past? (CG Q2)

✓ Use data to observe and record the distribution of earthquakes in New Zealand over the past 200 years.

Vocab

Tier 2	Tier 3
Earthquake	Continent
Ocean	Latitude
Transport	Longitude
Business	Northern
River	Hemisphere
Flood	Southern
Search and rescue	Hemisphere
Distribution	Evacuation
Location	Infrastructure
Pattern	Epicentre
Energy	Magnitude
Tsunami	Richter scale

3. Why does New Zealand have so many earthquakes? (CG Q3) ✓ Understand that earthquakes are caused by a sudden release of energy in the Earth's crust. ✓ To know that tectonic plates are the Earth's crust broken into huge blocks. ✓ To know that earthquakes are most likely to happen at plate boundaries where tectonic plates meet. ✓ To know that New Zealand lies on a plate boundary. ✓ When the plates collide, the surface of the Earth shaken – what we know as an earthquake. **4. Why don't the largest earthquakes always cause the most damage? (CG Q4)** ✓ To understand that the energy released in an earthquake is measured on the Richter Scale. ✓ To know that a country's infrastructure can affect how much damage is caused. ✓ To know that some of the wealthier countries build their buildings to withstand earthquakes to a certain extent; whereas some of the poorer countries, such as Haiti, can't afford to do this, therefore more damage is caused. **5. How can earthquakes cause tsunamis?** ✓ To know that the word tsunami is Japanese for 'harbour wave'. ✓ To know that an earthquake under the ocean can cause a tsunami. ✓ The earthquake (movement of the tectonic plates) causes a large amount of water to be displaced, causing waves to travel through the deep water, getting larger as it travels towards land. ✓ Think about how countries prevent loss to life and recover from tsunamis. **6. Why do most volcanoes happen in the same places as earthquakes? (CG Q6)** ✓ To know why earthquakes and volcanoes can occur in the same locations. ✓ To explain why there are so many earthquakes around the Pacific 'Ring of Fire'.	Plate Design Homeless Refugees Wealth Technology Quality of Life	Projection Inner core Outer core Mantle Crust Fault Pacific Ring of Fire Gross National Income

Haveley Hey Knowledge Map

Year	4	Subject	Geography	Unit	Megacities
Links to rights:	Article 27: the right to a good standard of living		Trips/ Visitors	Fieldwork trip to Manchester	

Children will develop their learning of settlements and urbanisation through the study of megacities (cities with a population of over 10 million people). They will explore economic and social reasons for population growth, including the growth of Manchester during the Industrial Revolution and Baghdad as an early Islamic civilisation. They will think about the benefits and problems associated with dense populations and use a range of sources to help them explain their ideas.

Prior Learning	Future Learning
Y1 – Our local area (Geography) Y2 – My local area (Geography) Y3 – Greece (Geography)	Y6 – Early Islam (History)

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• Locate major cities across the globe. • Study the key physical and human characteristics and regions of countries and major cities in Europe, North American and South America.	• Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a South American country.	• Describe and understand the types of settlement and land use. • Provide reasonable explanations for features in relation to their location.		• Use aerial photographs, digital or computer OS maps and atlases to retrieve information. • Take photographs of human and physical features whilst in the field to use to ask and answer questions.

What pupils need to know:

Key Learning

Key question: Why do so many people in the world live in megacities?

RECAP: the 4 countries in the UK and their capital cities / types of settlements.

1. **Which cities in the UK have the largest population and why is the population of some cities increasing faster than others? (CG Q3)**

✓ Identify, name and describe different settlements (village, town, city).

✓ Locate and label on a map the top 10 cities in the UK (info below shows population in 2022- make sure the children have the correct data for the previous year):

Vocab

Tier 2	Tier 3
Map City Megacity Village Town Settlement Urban Rural Distribution Capital Population	Isodemographic Political map Population density

Dermographia lists the UK's most populous urban areas (as of 2022): London – 11,262,000 Manchester – 2,767,000 Birmingham – 2,643,000 Leeds-Bradford – 1,916,000 Glasgow – 1,270,000 Southampton-Portsmouth – 932,000 Liverpool – 940,000 Newcastle – 726,000 Nottingham – 694,000 Sheffield – 640,000 ✓ To know how the population of a place is calculated and to use census data to analyse population growth. ✓ Understand why cities in the UK such as Manchester (during the Industrial Revolution) and Milton Keynes who had a rapid growth over a short period of time. 2. **What are megacities and where are they located? (CG Q1)** ✓ To know that a megacity is a city with a population of more than 10 million people. ✓ Locate and label a world map with some megacities (including London and at least one other European megacity) and their population. **3. Why did Baghdad become the first city in the world with more than one million people? (CG Q2)** ✓ Identify the human and physical features of Baghdad in AD900. ✓ Compare and contrast the geographical features of Baghdad to Britain at the same time. ✓ To understand why Baghdad became one of the first cities with more than one million people. **4. Why is Brasilia the fastest growing city in Brazil? (CG Q4)** ✓ Locate Brazil and then Brasilia on a political map, knowing which continent Brazil is in. Use a scale on a map to estimate the size of the continent from N-S then E-W. ✓ Identify and understand the human geography of Brasilia and compare this to London. ✓ To compare Brasilia to Sao Paulo – Brazil's largest megacity. ✓ To know that the population increase in Brasilia was due to the government building a brand-new capital city. (Chn should be able to make links to the understanding of other rapidly growing cities such as Milton Keynes and Baghdad to explain why the population may have increased). ✓ To understand the impact of this decision on the people of Brazil. **5. Should people choose to live in a megacity? (CG Q5)** ✓ List the advantages and disadvantages of living in a city, such as Manchester - how would this compare this to megacities such as Sao Paulo? ✓ Compare London to a megacity in Europe such as Istanbul, Moscow or Paris, looking at the physical and human characteristics of both megacities and their location of such features and its importance – i.e. next to rivers etc. ✓ Use sources (an article and images) to add to their initial responses. *Outcome: Children to write a piece of writing to argue the pros and cons of living in a megacity.*	Human geography Physical geography High-rise Continent Key Scale Islam Civilisation River Trade Bridge District Canal Mountain Employment Economy Migration Housing Services Industry Transport Business Accessibility Communication Capital city Government Parliament Stock Exchange Coast Architecture Cost of living Smog Pollution Homelessness Crime Congestion Urbanisation	

Haveley Hey Knowledge Map

Year	5	Subject	Geography	Unit	Britain's National Parks
Links to rights:			Trips/ Visitors	FIELDWORK: Trip to the Peak District	

Children will use OS maps to develop understanding of land use and physical comparisons of Britain's national park, looking particularly at the Peak District. They will learn about different national parks in the four nations of the UK and think about types of economic activity in these areas.

Prior Learning	Future Learning
Year 3 – Farm to Fork; Bronze Age (History) Year 4 – Megacities (settlements); Black Death (History)	Year 6 – Mountains

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To name and locate counties, cities and geographical regions of the UK, identifying topographical features. **(L1/5)**	• To understand geographical similarities and differences between a national park the UK with a national park outside of Europe. **(L4)**	• Describe and understand key aspects of human geography including settlements, land use, economic activity and the distribution of natural resources such as food and water. **(L2/3/4/5/6)**	• Describe and understand key aspects of physical geography including climate zones, biomes, rivers, mountains and volcanoes. **(L2/3/4/5)**	• Use maps and digital computer mapping to locate national parks and describe the features studied. **(L4/5/6)** • Use the eight points of a compass, four and six-figure grid references, symbol and key to build their knowledge of areas within the UK. **(L1/6)** • Use fieldwork to observe, measure, record and present the human and physical features in an area of the UK using methods including sketch maps, plans, graphs and digital technologies. **(SCHOOL TRIP)**

What pupils need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: Who are Britain's National Parks for?	location	national parks

RECAP: locating major cities in the UK and geographical regions / types of settlements / human and physical features / possible land use. There are some good resources about The Peak District here: https://www.peakdistrict.gov.uk/learning-about/peak-curriculum **1. Where are Britain's national parks? (CG Q1)** ✓ To know that Britain has 15 national parks and be able to locate them on a map. ✓ To know that The Peak District is our closest national park. ✓ To know that The Peak District was the first national park in Britain. ✓ To identify human and physical characteristics of The Peak District from photographs and OS maps. **2. Why are Britain's national parks so important? (CG Q2)** ✓ To know that national parks are protected areas of land. ✓ To know that a law was passed in 1949 to preserve and enhance their natural beauty and to provide recreational opportunities to the public. ✓ To understand the aims of national parks across Britain conserve and enhance natural beauty, wildlife and cultural heritage. ✓ To explore Merrivale in Dartmoor national park protects a Bronze Age site **(CG Q6)**. **3. Why do national parks welcome visitors? (CG Q3)** ✓ To know that national parks ae known as 'breathing spaces' and are open to visitors all year round. ✓ Explore the possible reasons for the millions of people visiting the national parks. ✓ Children could create a persuasive leaflet to persuade people to visit the Peak District. **4. How does Britain's first National Park compare to the first National Park in the world?** ✓ To know that Yellowstone National Park in North America was the first ever National Park. ✓ To locate Yellowstone on a map and to know that it is in the continent of North America, the country USA and is part of three American states. ✓ To be able to talk about the physical features such as geysers and a dormant volcano as well as plant species native to the area. ✓ To compare physical and human features of Yellowstone with The Peak District. **5. How do national parks compare across Britain?** ✓ To identify the national parks in England, Scotland and Wales. ✓ To use digital mapping, maps and photographs to identify topographical features across The Peak District and compare them to a national park in Wales and a national park in Scotland. ✓ To identify similarities and differences in the national parks. **6. Why are farmers so important in national parks? (CG Q7)** ✓ To know that people live in, own land and have businesses within national parks. ✓ To be able to investigate some land use within the national parks studied in the previous lesson. ✓ To understand the types of businesses that contribute to the economic activity.	country city protection countryside town village community mountain hill river visitors farming businesses wildlife species habitat	sustainability conservation urban rural custom tradition cultural heritage reservoir peat tourists land use OS map contour lines scale key grid reference

✓ To know that around 84% of the land in the Peak District is farmed land. ✓ How does this compare to farmland in Snowdonia/Brecon Beacons and Cairn Gorns/Loch Lomand and the Trossachs? ✓ To know what kind of farming is prevalent in each national park.		

Haveley Hey Knowledge Map

Year	5	Subject	Geography	Unit	Natural Disasters
Links to rights:	Article 19: The right to be safe from harm		Trips/ Visitors		

Children will be able to build on their work around earthquakes in Year 4 by exploring volcanoes and their locations around the world. They will explore some of the benefits and risks that come from living near a volcano. They will also explore the trade and economic links associated with it.

Prior Learning	Future Learning
Year 4 – Natural disasters (earthquakes); Romans-Pompeii (History/English)	Year 6 - Mountains

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To name and locate counties, cities and geographical regions of the UK, identifying topographical features such as mountains and coasts. **(L2)** • To identify and position the Tropics of Capricorn, Tropic of Cancer, Arctic and Antarctic circle. **(L2)**	• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. **(L2)**	• Describe and understand key aspects of human geography including settlements, land use, economic activity and the distribution of natural resources such as food and water. **(L3/4/5/6)**	• Describe and understand key aspects of physical geography including volcanoes. **(L1/2/3/4)**	• Use maps and digital computer mapping to locate countries and describe the features studied. **(L2/3)**

What pupils need to know:

Key Learning

Key question: Why do people live near volcanoes?

RECAP: Children should be able to explain what tectonic plates are and how their movement can cause natural disasters such as earthquakes, tsunamis and volcanoes. Children have also been taught that earthquakes and volcanoes are usually found along fault lines and they are aware of the Pacific Ring of Fire. Children also have some understanding of the volcano Mount Vesuvius and the eruption that led to the destruction of Pompeii.

1. **What is a volcano? (CG Q1)**

✓ To know that a volcano is an opening in the Earth's crust that allows red hot, molten liquid rock from beneath the crust to reach the surface.
✓ To know that molten rock is called magma when it is below the surface and lava when it erupts.
✓ To know that volcanoes also release gases, ash and rock into the air when it erupts as well as lava.

Vocab

Tier 2	Tier 3
island	volcano
trade	continent
weather	Europe
town	equator
village	Tropic of Capricorn
city	Tropic of Cancer
transport	hemisphere
market	climate
	economic activity
	eruption

2. Where are England's nearest volcanoes? (CG Q2) ✓ To know that although the UK does not have any volcanoes, it did in the past. ✓ Revisit political maps showing the distribution of earthquakes and volcanoes across the world. What do they remember? ✓ To know that the closest volcanoes to the UK can be found in Italy, Iceland and the Azores (part of Portugal). ✓ Identify the names of the closest volcanoes and label them onto a map. **3. Where are the Westman Islands? (CG Q3)** ✓ Possible warm-up is Resource 9 from Connected Geography to order the European capital cities in order of distance from Reykjavik. ✓ To be able to locate Iceland on a map, labelling also the equator, the Tropic of Cancer and the Tropic of Capricorn, Arctic and Antarctic circles. To know that Iceland is a country in Europe and it's capital city is Reykjavik. The country is split into eight regions. ✓ To look at maps of Iceland and be able to make comparisons between Iceland and the UK regarding its geographical features.. ✓ To know that the Westman Islands form the most southerly part of the country. To be able to compare geographical features of the Westman Islands to other regions of Iceland. **4. How does the geography of Hiemaey compare with the area in which I live?? (CG Q4/5)** ✓ Compare settlements between Hiemaey and Manchester compare. ✓ To know how the land use between Hiemaey and Manchester compare. ✓ To know how the physical geography between the two areas are similar and different, including identifying the two volcanoes and the lack of trees – compare climates. **5. How were the people of Hiernaey affected when Eldfell erupted? (CG Q6/7)** ✓ To understand that Iceland lies on a fault line. ✓ To explain how a volcano erupts. ✓ To understand the disruption caused when a volcano (Eyjafjallajokull) erupted in 2010. ✓ Compare this to a journal written by an eye witness when Eldfell erupted in 1973. ✓ To understand the threats of living close to a volcano – revisit the eruption of Vesuvius with Pompeii. **6. Why do people live near volcanoes? (CG Q8)** ✓ To understand that there are attractive job opportunities on Hiemaey in two economic activities – fishing/fish processing and tourism. ✓ To understand that the North Atlantic and South Arctic are the richest fishing grounds of Cod and Pollock in the world. ✓ To understand the trade links between Hiemaey and Nigeria. ✓ To deduce the importance of the harbour on the island (see photos in CG Slides). ✓ To understand the importance of tourism for the island.		lava magma earth's crust tectonic plates urban rural tourism processing

Haveley Hey Knowledge Map

Year	5	Subject	Geography	Unit	Rivers
Links to rights:			Trips/ Visitors	Trip to Quarry Bank Mill – River study of the River Bollin	

Children will use map work and satellite images to develop their knowledge of rivers and how they change from source to mouth. They will learn about the distinctive physical features and begin to understand the process of erosion and deposition. Pupils will learn about the consequences and preventions for flooding and explore how humans can impact rivers through pollution. They will also investigate why Bangladesh is more likely to flood, making links with their previous work about climate change.

Prior Learning	Future Learning
Year 3 – Rainforests and Deserts; Greece Year 4 – Sustainability (climate change); Water Cycle (Science); States of Matter (Science) Year 5 – National Parks; Egypt (History)	Year 6 – Mountains Year 6 – Frozen Kingdom (climate change)

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To name and locate counties, cities and geographical regions of the UK, identifying topographical features. **(L1/2/4/6/7)**	•	•	• To describe and understand key aspects of physical geography including rivers and the water cycle. **(L1/2/3/4/5/6/7)**	• Use maps and digital computer mapping to locate rivers and describe the features studied. **(L1/3/4/7)** FIELDWORK: • Ask and answer geographical questions using the correct vocabulary. • Observe and record geographical data (e.g. the speed water flows through a meander). • Communicate findings in ways appropriate to the task/audience.

What pupils need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: What is a river?	river pebbles beach	source mouth course

RECAP: children should be able to name some of the rivers they have previously studied, including the importance of the River Nile for its trade links / they should be able to talk about the process of the water cycle / they should be able to make links between climate change and the frequency of some natural disasters including flooding. **1. How does the course of the River Axe change from source to mouth? (CG Q1)** ✓ To know that a river flows from the land to the sea - from the source on higher ground to the mouth on lower ground along the coast. ✓ To study aerial photographs and OS maps to identify, describe and compare how the physical features change along the course of the river. ✓ To use 4 and 6 figure grid references to locate geographical features along a river. ✓ Compare the River Axe to **2. How does the course of my local river change from source to mouth (fieldwork)? (CG Q2)** ✓ To follow the path of the River Bollin from source to mouth using OS maps/Digimaps/Google maps. ✓ To ask a geographical question and use fieldwork techniques to measure, record, present and explain their findings about the River Bollin e.g. to investigate the speed at which water flows through a meander. **3. How has the course of my local river changed over time?** ✓ To compare a map of the River Bollin from 1890, 1950 and now to see if the river has changed at all. ✓ Children to notice some changes, including the creation of some ox bow lakes near Little Bollington. ✓ To begin to understand the terms erosion and deposition, looking at how these have changed the shape of the river. **4. Why are river estuaries such important places for wildlife? (CG Q3)** ✓ To locate rivers on a relief map of the UK, searching also for the source and mouth of each river. ✓ To understand what happens to a river as it enters the sea. ✓ To recall that the River Severn is the longest river in the UK. ✓ To be able to explain what an estuary is and describe the main features of one. ✓ To understand the difference between high tide and low tide and what effect this has on wildlife. To know that estuaries are one of the richest ecosystems to be found anywhere in the world. **5. Why are rivers such an important part of the water cycle? (CG Q4)** ✓ To recall the process of the water cycle. ✓ To understand that the river is a mechanism for returning excess precipitation from the land to the sea. ✓ To know that all of the water that has ever existed on earth, still exists today! **6. How has the *Isle of Dogs* changed since the reign of Henry VIII? (CG Q5)** ✓ To know that the Isle of Dogs was an 'island' within a meander on the River Thames. ✓ To use geographical vocabulary to identify and describe physical features of the meander. ✓ To be able to describe how the Isle of Dogs has changed over time, developing into the busiest river port in the world, evaluating the evidence surrounding its sudden decline and closure.	waves	channel meander stream bank River Axe flood plain river island tidal spit coast estuary River Bollin water cycle evaporation condensation precipitation erosion settlement ox-bow lake habitat pollution flood scale ecosystem River Thames Isle of Dogs economic activity climate

7. Why is a river flooding such a problem in Bangladesh? (CG Q6) ✓ To locate Bangladesh on a map. ✓ To locate the Ganges, Brahmaputra and Meghna rivers, identifying their source and mouth. Discuss why Bangladesh might suffer from serious river flooding, using evidence from the map to support answers. ✓ To plot the monthly rainfall in a histogram and use it to make conclusions about the flooding. ✓ Make comparisons to Cardiff (the wettest city in the UK) and Dalness (the wettest place in the UK). ✓ Make links to climate change and investigate how this is causing more places to flood than previously.		

Haveley Hey Knowledge Map

Year	6	Subject	Geography	Unit	Frozen Kingdom
Links to rights:			Trips/ Visitors	Trip to Southport Eco-centre	

Children will build on their learning of climate zones and biomes and develop their understanding of lines of latitude and longitude. They will explore how weather patterns are changing and how this is affecting people in our world. Children will explore how the effects of global warming can be more devastating in poorer countries where the infrastructure is not as developed.

Prior Learning	Future Learning
Year 1 – Extreme Weather Year 4 – Energy Year 5 – Rivers	

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• To 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. **(L1/2/3/4/5)** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles. **(L1/2/3/4/5)**	•	• Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links. **(L1/2/3/4/5)**	• Describe and understand key aspects of physical geography including climate zone, biomes and vegetation belts. **(L1/2/3/4/5)**	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **(L1/2/3/4/5)**

What pupils need to know:

Key Learning	Vocab	
	Tier 2	Tier 3
Key question: How is climate change affecting the world?	weather	latitude

RECAP: Children will know that the countries that lie on the equator are warmer. They know that there are different climates which get colder as you move north/south from the equator. Children have some understanding of climate zones and biomes. Children also know that climate change is a reality of the world we currently live in and it is having an impact on weather patterns across the world. **1. How are communities in The Gambia being affected by changes in weather patterns? (CG Q1)** ✓ Locate The Gambia as a country in the continent of Africa. To be able to say that Senegal and the Atlantic Ocean surround The Gambia. ✓ To discuss the location of The Gambia in relation to the UK, equator, Tropics of Cancer and Capricorn (with some understanding of the importance of lines of latitude and longitude). ✓ To know that The Gambia has a sub-tropical climate with one wet season each year. ✓ To know that biomes include mangrove swamps, tropical forests, wooded grassland and savanna. ✓ To locate the River Gambia and the village of Njar. ✓ To know that places, such as Njar, along the north bank of the river have recently suffered increasing levels of rainfall during the rainy season. The result of the heavy rainfall includes long droughts, crop failures great poverty. ✓ **How are communities in Australia being affected by changes in weather patterns? (CG Q2)** ✓ Locate the state of Victoria in Australia on a map. ✓ To discuss the location of Australia in relation to the UK, equator, Tropics of Cancer and Capricorn (with a developing understanding of the importance of lines of latitude and longitude). ✓ To know that Victoria, Australia has a temperate climate. ✓ To know that biomes include grasslands, forests and inland waters/estuaries. ✓ To understand the impact of bushfires on communities in Australia. ✓ Interpret data to understand that the number of heatwaves and bushfires in Australia are increasing. ✓ Begin to understand that the rise in temperature and decrease in rainfall are changing weather patterns. ✓ **How are communities in the UK affected by changes in weather patterns? (CG Q3)** ✓ Locate Starcross, close to Exeter on a map. ✓ To discuss the location of Exeter in relation to the equator, Tropics of Cancer and Capricorn (with a developing understanding of the importance of lines of latitude and longitude). ✓ To know that the UK has a temperate climate. ✓ To know that the people of Starcross depend on the railway that is close to the Exe estuary. ✓ To know that the sea wall protecting the railway line also protects the village from severe storms and floods at high tide. ✓ **How are communities in Greenland affected by changes in weather patterns? (CG Q)** ✓ Locate Greenland on a map. ✓ To discuss the location of Greenland in relation to the UK, equator, Tropics of Cancer and Capricorn (with a better understanding of the importance of lines of latitude and longitude). ✓ To know that Greenland has a polar climate. ✓ To know that biomes includes a tundra biome. ✓ To investigate climate graphs between Greenland and Manchester. ✓ To know that the ice in Greenland is starting to melt.	country city village floods	longitude equator Tropic of Capricorn Tropic of Cancer settlement climate biome vegetation belt estuary rainfall dry season wet season drought crop trade tropical sub-tropical temperate polar bushfire

✓ **Why are people all over the world noticing that the weather they are used to is changing? (CG Q5)** ✓ To discuss the learning from the topic so far relating to changing temperatures across the world. ✓ Identify where the greatest increases in land temperature will occur. Compare places within the northern and southern hemispheres. ✓ To know that global warming is a result of the average temperature on earth rising. To discuss what is causing global warming and the overall effects of it on our earth. ✓ Investigate the effects of global warming on poorer countries and understand that this is due to a less developed infrastructure.		

Haveley Hey Knowledge Map

Year	6	Subject	Geography	Unit	Mountains
Links to rights:			Trips/ Visitors		

Children develop their understanding of mountains, biomes and learn about where they are in the world and what type of land use and economic activity surrounds them. They compare mountains in the North West where they live with mountains in the South East and investigate the differences and challenges that come in each area. They research the biggest mountains in the 4 nations of the UK.

Prior Learning	Future Learning
Year 3 - Rocks and soil (science) Year 4 - Earthquakes Year 5 - Volcanoes Year 5 - Britain's National Parks Year 5 - Space (science)	

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
• Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their key physical and human characteristics. **(L24/)**	• Understand geographical similarities and differences of regions of the UK and regions of non-European countries. **(L2/4/6)**	• Describe and understand types of settlement, land use, economic activity **(L5)**	• To describe and understand key aspects of topographical features e.g. rivers, mountains, climate zones. **(L1/2/3/4/5)**	

What pupils need to know:

Key Learning

Key question: Why are mountains so important?

RECAP: Children will be able to recall some topographical features such as rivers that they have studied previously as well as have in depth knowledge about tectonic plates through their learning about natural disasters and earthquakes.

1. **What makes a mountain famous? (CG Q1)**

✓ To know that a mountain is a mass of land/rock taller than 304.8m (1000ft) above the surrounding land.

✓ To know that Mt Everest is the highest mountain above sea level, Mt Kea is the highest mountain from below sea level to the summit and Mt Olympus is the tallest mountain on Mars.

2. **How were the world's greatest mountain ranges formed? (CG Q2)**

Vocab

Tier 2	Tier 3
mountain rock summit ridge continent fossils land use	biome mountain range fold mountains tectonic plates sea level economic activity

✓ To know that 20% of the world's surface is covered in mountains. ✓ To know which continent the most famous mountain ranges are on (Andes/Himalayas/Rockies/Alps/Urals/Atlas). ✓ To know that mountain ranges are very similar. ✓ To know that fold mountains are found near tectonic plate. **3. Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? (CG Q4)** ✓ To understand that fossils are animals or plants that lived many years ago. ✓ To know that fossils that used to live in the sea were found on top of Everest. ✓ To have an understanding that this happened when the mountain ranges were formed. **4. How do the Cambrian Mountains compare to other mountain ranges around the world? (CG Q5)** ✓ To know that the Cambrian mountains are in Wales (in Wales' fourth largest national park). ✓ To be able to compare the information given on satellite and relief maps. ✓ To know which of the four nations of the UK have the largest area of high ground/mountains and to describe these areas using compass directions (north and west have the largest / south and east have the smallest). ✓ To know the highest mountain in England is Scafell Pike, Scotland is Ben Nevis, Wales is Snowdonia and Northern Ireland is Slieve Donard and the mountain ranges that they sit within. ✓ To compare and contrast the UK's four nations' highest mountains with mountains of the Himalaya, Andes, Alps and Atlas mountains that they studied in CG1. **5. Why is the climate such a challenge for people working on the mountains? (CG Q6)** ✓ To understand how people living/working in the Cambrian Mountains earn a living (economic activity) -farming etc. ✓ To begin to think about the problems they may face. ✓ To read, record, compare and contrast climate data for the Cambrian Mountains and Manchester. ✓ To be able to discuss how the climate can affect land use and economic activity for people working on the mountains. **6. Why are the mountains of the north and west of the UK wetter and cooler than places in the south and east? (CG Q6)** ✓ To be able to compare the rainfall and wind on map of relief as well as the temperature maps of the UK. ✓ To use relief and temperature maps to deduce that the mountains in the north and west have higher rainfall and lower summer and winter temperatures than the lower lands of the south and east. ✓ To know that the temperature falls by 6°C for every 1000m.		

Haveley Hey Knowledge Map

Year	6	Subject	Geography	Unit	Fair Trade
Links to rights:	Article		Trips/ Visitors	Unicorn Groceries	

Children will recap their learning from Year 3 about the journey of a banana and the involvement of Fairtrade to help farmers get a fair wage. The children will develop this understanding thinking about trade, international trade and make links to their learning on the Industrial Revolution. They will look at how trade has developed from two thousand years ago, transporting goods along the Silk Road to the use of container ships now. They will finish the topic looking at what it takes to be a Fairtrade school and whether this is something that can be achieved at Haveley Hey.

Prior Learning	Future Learning
Y2 – Explorers Y3 – Farm to Fork Y4 – How can we live more sustainably Y4 – The Black Death (some knowledge of the Silk Road as a means of trade) Y6 – Baghdad (History)	

Threshold Concepts (disciplinary knowledge)

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork
	• Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	• Describe and understand the economic activity including trade links.		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

What pupils need to know:

Key Learning

Key question: Why is Fair Trade fair?

RECAP: During KS2, the children have learnt about where food comes from and the importance of farming. Additionally, they have learnt about sustainability and the importance of growing crops. Additionally, the children have learnt about the importance of the Silk Road and Baghdad within their history lessons.

1. **Why was the Silk Road important two thousand years ago? (CG Q1)**

✓ To be able to examine photographs of the Silk Road to determine how the road would have been used and where it led.
✓ To know that a merchant is someone who buys and sells commodities for a profit.
✓ To know that trade is the buying/selling of commodities between people.

Vocab

Tier 2	Tier 3
Merchant Transport Landscape Environment Manufacture Caravan Factory Countries Profit Trade	Commodities Political map Basin Trade route Domestic trade International trade Silk Road Wholesaler

✓ To know that the finest silk comes from China, that merchants loaded silk onto camels and travelled along the Silk Road to other countries. ✓ To use aerial images of the Tarim Basin to understand why the Silk Road split in two. ✓ To know that Marco Polo, a famous traveller/explorer, was the first person from the west to confirm the cultures of the Far East and he recorded his travels in a book. ✓ To know that the Silk Road is still the most famous trade route in the world, even though it is no longer used. **2. Which goods do the UK import and export to China each year? (CG Q2/3)** ✓ To know that the UK imports USD $960 billion of goods from China each year. ✓ To be able to identify and talk about some of the everyday items imported from China. ✓ To know some of the items the UK ships to China. **3. Why isn't trade always fair for some people? (CG Q4)** ✓ To know that some food products are imported from other countries – 45%. ✓ To recall that some food products are grown by farmers and exported to countries such as the UK. ✓ To know that the farmer doesn't get all of the money paid by a consumer. To be able to analyse how this is broken down (who gets what?). ✓ To think about people such as Melvin and how this economic trade can be unfair. **4. Why is Fairtrade fair? (CG Q5)** ✓ To recall the journey of a banana from Y3 and think about what was unfair about it. ✓ To recall what Fairtrade is and why it is important. ✓ To investigate the extent to which school purchases Fairtrade items and whether it's aware of the possibilities available to them. (Letter to the kitchen staff/school business manager?) ✓ To see what is involved in the school becoming a Fairtrade school.	Import Container Container ship Export Shipping Retailer Port Berth Dock Quay Crane Cargo Terminal Hovercraft Factory Farm Urban Rural Fairtrade Premium Community Development Co-operative Market Sustainable Ethical	