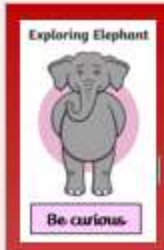
Sacred Heart RC Nursery & Primary School

Geography Curriculum

Leader: Tracey Dickinson

At Sacred Heart we believe that 'Everyone is Sacred' and that learning about the world in which we live provides opportunities to develop our children's spiritual, moral and cultural understanding and awareness of our common home. In addition, all staff teach them to care, love and be stewards of God's creation. We want to nurture a curiosity of the world around us and provide new, exciting and fulfilling opportunities for our children to engage in the world in which they live.

Being a Geographer at Sacred Heart



Our Vision:

At Sacred Heart we believe that 'Everyone is Sacred' and that learning about the world in which we live provides opportunities to develop our children's spiritual, moral and cultural understanding and awareness of our common home. In addition, all staff teach them to care, love and be stewards of God's creation. We want to nurture a curiosity of the world around us and provide new, exciting and fulfilling opportunities for our children to engage in the world in which they live.

What do we do?

- Christ is at the centre of our learning about cultural diversity.
- Inclusion for every pupil regardless of race, ability or gender.
- Promote awareness and appreciation of the personal cultural backgrounds of our school families.
- Provide exciting and varied experiences using quality resources and fieldwork.
- Ensure that children have an increasing awareness of their locality and the wider world.
- Provide children with deep, meaningful and purposeful learning on key human and physical geography areas.
- Ensure children have increasing place and locational knowledge of the world's continents, seas and oceans and capital cities.
- Give children the opportunities to discuss and reflect on their learning.
- Provide opportunities to make

How will we know?

Sacred Heart children will leave our school:

- Understanding that God's family is all over the world.
- That we can make a difference to the world in which we live.
- Showing knowledge and understanding of a range of geography skills including place and locational knowledge, human and physical geography features and fieldwork skills.
- Showing respect and knowledge of different cultures and traditions and be able to make comparisons with their own.
- Able to discuss and present knowledge of topical geographical issues.
- Expressing enjoyment of geography learning and a desire to continue to learn in their next phase of education.
-Understanding that learning geography can open doors to exciting

How do we it?

- Geography is taught from Nursery to Year 6 to all pupils.
-Sequential knowledge and skills progression in geography.
- Inquiry based learning provides deep learning around a big question or topic.
- Case studies to further engage and provide examples in context.
- Build upon previous learning and make links with wider subjects such as science and history.
-Opportunities to explain and report on learning in a variety of ways.
- The use of atlases, globes, maps, photographs and technology to assist with place and locational knowledge
- Use of engaging fieldwork in our local area to practise being a geographer in action.
-Discuss and celebrate fellow pupils' cultural backgrounds

To ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time.
- Pupils are competent Geographical explorers, using "fieldwork" and "enquiry" to find out about places in an increasingly independent way, using
- Pupils will develop a progressive range and development of mapping skills and vocabulary to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Pupils will be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Reception EYFS:

During the Early Years Foundation Stage, children will develop their geographical understanding through child-initiated and adult-initiated activities in their continuous provision. At Sacred Heart we place a large emphasis on developing children's vocabulary through high-quality and rich texts and first-hand experiences. Regular opportunities for outdoor learning provide opportunities to develop children's understanding of the changing seasons and different weather conditions. Reception children have a regular 'Welly Wednesday' where they explore the local environment of our own school and grounds. During the autumn term children will begin their geographical learning journey by exploring the geography of our own school and grounds, before progressing onto exploring the local area during the Spring term. Once children have a secure geographical understanding of the area in which they live, they will begin to explore contrasting environments from around the world during the Summer term.

Early Years Foundation Stage Framework (2021)

Educational Programmes: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.

ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Term/ Year group Year 1	Autumn Term: **What's the Weather?** **Does Everyone Have a Home?**	Spring Term: **Where we Live (environmental – Laudato Si)**	Summer Term: **A Journey Through Britain** **What Does it Mean to Belong?**
Our School Field study: Visit to Oldway Mansion gardens The weather	In this unit the children: will think and learn about geographical features of the climate, both human and physical. Children will learn about the environment; finding out where they are located in the UK. The children will use maps, aerial photographs and develop their geography vocabulary. The children will use a range of simple equipment to set up and monitor a local weather station and they will keep daily weather diaries in order for them to notice weather patterns.	In this unit the children: will learn that they live on the Earth and that where they live has some very special features. They will understand that Paignton is a small town in a large county. The children will use maps and photographs to locate and identify human and physical features of their local area and will develop an understanding of different types of settlement.	This unit explores: the geography of the UK. Children will understand that the UK is part of the continent of Europe and that it is made up of 4 nations. They will learn about the capital cities of the 4 nations, unique features, similarities and differences and where they are in relation to each other. Using globes and atlases they will begin to appreciate the geography of the UK.
Key knowledge (substantive):	• The UK and our local area have **daily weather patterns.** Examples of weather should include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy (with thunder and lightening). **(Lesson 1)** • Weather is a description of what the conditions are like in a particular place. We can gather information about the weather in a particular place. Together, consider what is needed for a weather	• We live on the Earth and that my home, my school and my community are at the **local scale.** Explore local maps (A-Z street Atlas) to locate home and school (See Barnaby Bear resources from Geographical Association). **(Lessons 1 and 2)** • Human settlements can be a **city**, **town** or **village**, depending on their size. Children to explore all three (suggestions: Exeter/Plymouth,	• My home, my school and my community are all at the local scale. The UK and its nations are at the **national scale.** The UK is part of Europe (name some other European countries) although we are made up of islands. The UK is made up of 4 nations: England, Scotland, Wales and Northern Ireland. **(Lesson 1)** • Revisit prior learning on towns, cities and villages. **Rural** means

	station and set up station in outside area. **(lessons 2 and 3)** • What the climate is like in the UK • What the climate is like in England • What the climate is like in Devon and Paignton? To include studying weather diaries and interrogating data collected over the half term **(lesson 4 and 5)** Links to Science and exploring materials (suitable materials for a weather-proof home in Paignton).	Paignton and Cockington). **(Lesson 3)** • Explore **human features** (man-made) in my local area to include familiar buildings and locations such as Victoria Park, church, Oldway, Pier etc. Explore **physical features** (those that would be there without humans) in my local area such as coastline, cliffs, sea, Geopark **(lesson 4)** • Understand the human impact on the local environment, for example, litter and plastic pollution, particularly on our beaches and in the sea. What can we do to look after our local environment? **(lessons 5 & 6)**	countryside, **urban** means towns and cities. Features in rural areas include **farm, hill, mountain, forest** and **river**. Features in urban areas include **office, shop, house** and **factory. Coastal** areas are areas of land that are near the sea. They can be rural or urban. Features in coastal areas include **beach, cliff, harbour** and **port.** Explore the **capital cities** of each of the four nations in the UK. Capital cities are **London** (England)**, Edinburgh** (Scotland), **Cardiff** (Wales) **and Belfast** (Northern Ireland). Briefly at this stage. **(Lesson 2)** • Explore each nation in further detail (including physical and human features – to include national flowers, flags, symbols etc) and their capital cities. Revisit surrounding oceans. **(Lessons 3 to 6)**
Key knowledge (disciplinary)	• Identify patterns in the weather through a daily weather diary • use simple equipment to measure weather patterns in our local environment – e.g. weather veins, scaled water collectors and thermometers	• A plan view is the view of an object or place from above • Look down on objects to draw a plan view of them • Draw a route on a map and label features in the correct order (examples: route to school and church, route to the beach) • Interpret and give locations and	• Identify land and water on a globe and on a map • Identify nation boundaries on a map of the UK A globe is a round map of the Earth Use and interpret 2 compass points (N and

	Using map types: • Satellite image (Google Earth) in a plan view • UK map • Local maps • Atlases Location & place: Locating the UK, England, Devon, Torbay and Paignton	directions using left and right (links with maths and computing) • Recognise simple hazards and steps we can take to avoid them • Draw a basic field sketch of one area • Observe and name features in the environment • Begin to learn and use simple keys and symbols on maps Using map types: • Satellite image (Google Earth) in a plan view • Globes • UK map • Local maps Location & place: Locating Paignton on map of UK and local features on map of Torbay Geographical scale: Our community is at the local scale. Human and physical features in the local area – sea, cliffs etc Interconnections: Human features are often shaped by physical features	S) Using map types: Infant atlas and a Globe Location & place: Europe, UK and the four nations of the UK Location & place: Nations and capital cities of the UK; some human and physical features of the UK. Comparison of areas in UK Geographical scale: Continents are at the global scale, UK and the four nations are at the national scale Geographical scale: Our country is at the national scale Interconnections: Humans are affected by physical features every day (e.g. weather)

National Curriculum objectives by the end of the Key Stage	Key stage 1 Pupils should develop knowledge about the United Kingdom. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness. Pupils should be taught to: Locational knowledge name, locate and identify characteristics of the four nations and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography Human and physical geography use basic geographical vocabulary to refer to: key physical features, key human features Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its nations 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 on a map use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key

Term/ Year group Year 2	Autumn Term: **Pole to Pole** **Can we Reverse the Destruction of God's Creation?**	Spring Term: **Continents, Seas and Oceans Stand alone – not EP**	Summer Term **Wish You Were Here! Comparative study** **Paignton v** **Mancora, Peru**
	In this unit the children will think and learn about geographical features of the climate, both human and physical. Children will learn about the environment and learn that climate is the long-term summary of the weather conditions. The children will use maps, aerial photographs and develop their geography vocabulary.	In this unit the children learn more about the continents of the world and the seas and oceans. They will revisit the north and south poles and the equator.	In this unit the children will explore Mancora, a beach resort in Peru, and compare it to Paignton. The children use aerial photos, maps, atlases, plans, globes and other sources of information to find out about a small area of a non-European country and compare and contrast with Paignton. The children will learn about the different populations, trade and industry. They will compare and contrast both localities and learn about similarities and differences. Climate and time zones will also be mentioned.
Key knowledge (substantive):	• The weather is short-term. Climate is long-term summary of the weather conditions. Climate change. **(Lesson 1)** • Precipitation is the fall of water as rain, sleet, snow or hail. **(Lesson 2)** • Deserts are places where there is very little precipitation. Hot deserts have a very hot and dry climate.	• There are seven continents in the world, six of which people live on. Consider the weather and climate in each of the continents and the variation in many. **(Lesson 1)** • There are countries within each continent (except Antarctica). • While the school and community are at the local scale, and countries are at the national scale,	• Explore where Paignton is located – revisit prior learning • Paignton is in the United Kingdom, in England, in Devon, in Torbay. • What are the four different nations in the United Kingdom? • Paignton is a seaside town located in England. It is in the South West of England (discuss). • The country England is divided into lots of different counties.

	Cold deserts have a very cold and dry climate. **(lesson 3)** • Hot and cold deserts are found in all continents and vary in size. Hot deserts are usually found near the Equator. Cold deserts are usually found near the North and South Poles**.** **(lesson 4)** • There are similar and different physical features in hot and cold deserts. There are few human features in hot and cold deserts. **(Lesson 5)** • There are temperate and equatorial climates. • **(Lesson 6)** Links to science: Adaptations of animals and plants in hot and cold deserts: Artic fox, shrubs, camels and cacti. Links to environmental studies and flora and fauna in temperate and equatorial regions of the world.	continents are at the global scale. **(Lesson 2 and 3)** • The equator is an imaginary line across the earth. • The North Pole and the South Pole are at the top and bottom of the Earth (revisit from autumn term). • The world's seas and oceans are the Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern Oceans. Where are they? **(Lessons 4 and 5)**	• Paignton is located in England and is at the local scale. • Paignton is also part of 3 towns that make up Torbay. • The Torbay region of South Devon, commonly referred to as 'The English Riviera', contains the towns of Torquay, Paignton and Brixham. • Paignton is on the English Channel. The English Channel, is an arm of the Atlantic Ocean that separates Southern England from northern France. **(lesson 1)** • The town of Paignton sits in the centre of the Torbay area; much of the action is around the seafront which is still a popular family destination. • The local beach guide has 28 beaches listed **in** and **around** the town of Paignton. Gooodrington Sands, Paignton Beach, Broadsands and Preston. • Tourism in Paignton – economy relies on tourism and the town is marketed as a location for family holidays. On the main seafront area, you can see Paignton Pier which is a 240m long structure opened in 1879. It was designed by George Bridgman, the local architect. (Link to Y1 History) • Regatta Week during early August is the peak holiday season. During this period there is a funfair on Paignton Green, along with a

			large firework display. Later in August is Children's Week, which includes a wide range of events and competitions. Paignton has a variety of holiday accommodation and numerous pubs, nightclubs and restaurants. • Tourist attractions include Paignton Zoo and the Dartmouth steam railway which operates steam trains from Paignton to Kingsweir, from where a ferry can be taken across the River Dart to Dartmouth. • Thousands of tourists visit Paignton and Torbay each year. Over the past few years, the number of tourists visiting Paignton has decreased due to covid, however it is now starting to pick up again as covid restrictions have lifted. • Torbay has been recognised as a global Geopark by UNESCO. **(Lesson 2)** • Explore physical and human geography in Paignton. **(Lesson 3)** • Mancora is a town and beach resort in the Piura Region, in north western Peru. • Mancora is a little town in a country called Peru. • Peru is located in the continent of South America. While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale.

			• The equator is an imaginary line across the earth. Revisit that the North Pole and the South Pole are at the top and bottom of the Earth. • Mancora is a seaside town located in Peru. It is located in the North Western part of Peru. • Mancora is on the Pacific Ocean. • Mancora in relation to Paignton. **(Lesson 4)** • Place knowledge - explore the different places that make Mancora special. • Like Paignton, there are four main beaches located in Mancora. **(lesson 5)** • Human and physical features of Mancora and Paignton in the UK. Comparison. **(lesson 6)**
Key knowledge (disciplinary)	• Identify similarities and differences between non-local places <u>Using map types:</u> • Globes • Atlases • Satellite images (Google Earth) in a plan view A globe is a round map of the Earth Use and interpret 2 compass points (N and	• Location & place: Seven continents; Equator, North Pole and South Pole • Geographical scale: Continents are at the global scale • Geographical Scale: Seas and oceans at the global scale <u>Using map types:</u> • Globes • Atlases • Satellite images (Google Earth) in a plan view	• Name, locate and identify characteristics of the 4 nations and capital cities of the United Kingdom and its surrounding seas • Use world maps, atlases and globes to identify the United Kingdom and its nations, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

	S) Identify country boundaries on a map <u>Location & place</u>: Seven continents; Equator, North Pole and South Pole. Introduction to longitude and latitude. Understanding where continents and countries are in relation to the UK and each other <u>Geographical scale</u>: Continents are at the global scale		• 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 <u>Using map types:</u> • Globes • Atlases • Satellite images (Google Earth) in a plan view <u>Location and place:</u> • Seven continents; Equator, North Pole and South Pole. Comparison of areas in UK with areas in contrasting non-European country (Peru) <u>Geographical scale:</u> • Continents are at the global scale. When making comparisons, the two places need to be at the same scale
National Curriculum objectives by the end of the Key Stage	Key stage 1 Pupils should develop knowledge about the United Kingdom. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills to enhance their locational awareness. Pupils should be taught to: Locational knowledge name, locate and identify characteristics of the four nations and capital cities of the United Kingdom and its surrounding seas		

	Place knowledge understand geographical similarities and differences through studying the human and physical geography Human and physical geography use basic geographical vocabulary to refer to: key physical features, key human features Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its nations 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 on a map use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key

Term/ Year group Year 3	Autumn Term: **National Parks** **Where are they?** (Dartmoor at end of Autumn 1)	Spring Term: **Introduction to Europe** Standalone lesson	Summer Term: Mountain Life
Overview of the unit: Looking at Europe Mountain ranges National Parks in Devon, nationally and internationally	During this unit the children will have opportunities to find out more about their local area. Using different sources and fieldwork skills the children will look at settlements and land use. The children will express views and opinions about current issues affecting their locality.	During this unit the pupils will discover the physical and human similarities and differences between countries in Europe. They will revisit the seven continents and begin to understand that Europe is one of these.	

Settlements and land use			
Key knowledge (substantive):	• What is a National Park? National Parks attract millions of visitors a year. Know where National Parks are and why they are important. National parks are areas of great natural beauty that give the opportunity for recreation. Look at national parks in Europe and North America (specifically Cotopaxi and Bory Tuchulskie – brief introduction) **(Lesson 1)** • Where is Dartmoor? Dartmoor is an upland area in southern Devon, England. The moorland and surrounding land has been protected by National Park status since 1951. The importance of **Sylvia Sayer** in ensuring the preservation of Dartmoor (Chair of the Dartmoor Preservation Association for many years) **(Lesson 2)** • What is Dartmoor like to live in? Dartmoor has a temperate climate which is generally wetter and milder than locations at similar height in the rest of England. Dartmoor has a resident population of about 33,000,	• Introduce the 7 continents and explain that Europe is one of them. UK is part of Europe. • Europe is made up of 50 countries; Russia is split across Asia and Europe • The Alps stretch across France, Italy, Switzerland, Austria and other countries. • Locate European countries on a map. **(Lesson 1)** • Look in more detail at Spain, Germany, Italy, Greece, Sweden, Poland and France. • Identify human and physical characteristics of European countries. In pairs investigate one of the above countries using a proforma to help. **(Lesson 2)** • Compare geographical similarities and differences between European countries including the United Kingdom. Use a proforma to help. **(Lesson 3)** • Represent findings as a graph and as an information leaftlet.	• Research how mountains are found in every continent of the world, even Antarctica. They are formed over millions of years by the folding, crumpling or uplifting of rocks which erode to form characteristic peaks. • Some mountains are isolated features but most are found in mountain ranges, which join up to form mountain systems such as the Himalayas, the Alps, the Rockies and the Urals. **(Lesson 1)** • Volcanoes are mountains. They differ from other mountains in being formed by an accumulation of their own material – ash, lavas, or volcanic 'bombs' thrown out of the mouth of the volcano. • There are also vast mountains under the sea. These may be formed by underwater volcanic eruptions, sometimes resulting in new islands,

	which grows considerably during holiday periods with incoming tourists. **(Lesson 3)** • How was Dartmoor formed? he history of Dartmoor stretches back over millions of years. As you look around the rolling hills and heather moorland that makes Dartmoor so unique, it's hard to believe that this idyllic landscape was created by violent volcanoes, tropical climates and ice ages. • What physical features can be found on Dartmoor? **Valles** (A valley is a long depression, or ditch, in Earth's surface. It usually lies between ranges of hills or mountains), **Rivers** (Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity) and Tors and Moorlands **(Lesson 4)** • What Human features can be found on Dartmoor? Use the Human features timeline at http://www.tiki-toki.com/timeline/entry/672213/Dartmoor-The-Human-Timeline/ **(Lesson 5)**		e.g. Surtsey, which developed off the coast of Iceland in 1963. **(Lesson 2)** • Mountains support a range of plant, animal and human inhabitants. All these living things have found ways of adapting to and surviving in the difficult terrains and climates which often characterise mountain environments. **(Lesson 3)** • Mountains are important economically: mining, quarrying, timber and tourism provide a living for local people. **(Lesson 4)** • Mountains are constantly being eroded by a variety of processes including weathering by ice, snow, rain and wind. **(Lesson 5)**

	• Research Cotopaxi National Park in Ecuador, South America and Bory Tuchulskie in Poland, Europe. Compare and contrast to Dartmoor **(lesson 6)**		
Key knowledge (disciplinary)	• Build on prior knowledge of UK countries and counties by using maps. Relate to 4 point compass directions. • Label counties, towns, National Parks, tors and rivers. • Use maps to locate specific National Parks. • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Use atlases and globes to locate Europe and South America, Poland and Ecuador. • Undertake surveys. Conduct investigations. Classify buildings. • Use recognised symbols to mark out local areas	• Location & place: Locating countries in Europe; Human and physical features of countries. • Interconnections: There are similarities and differences between places, even if they have similar physical and/or human features. • Geographical scale: Recognise maps at the local, national and global level and select the most appropriate one <u>Using map types:</u> • Globes • Atlases Satellite images (Google Earth)	• Interconnections: There are similarities and differences between places, even if they have similar physical and/or human features. <u>Using map types:</u> • Globes • Atlases Satellite images (Google Earth)

	of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data <u>Using map types:</u> • Globes • Atlases Satellite images (Google Earth)		
National Curriculum objectives by the end of the Key Stage:	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area.		

	Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Term/ Year group Year 4	Autumn term : **Volcanoes & Earthquakes (Exploding Earth)**	Spring term : **South America – longitude and latitude, equator** **Low and high income Catholic social teaching**	Summer Term: **Rainforest** **Laudato Si**
Overview of the unit:	In this unit, pupils will develop an awareness of the Earth's structure. They will explore the main layers of the earth and look at tectonic plates. Pupils will develop their understanding of the different types of tectonic plates. Pupils will learn how	In this unit pupils will learn where South America is in relation to the UK, Europe and North America. Pupils will begin to understand that there are 12 countries in South America and 3 main regions in the country of focus: Brazil. Year 4 will explore	In this unit the pupils will learn about the crucial role rainforests play in the global environment. They will relate their new learning back to prior learning on longitude and latitude and the Tropics of Cancer and Capricorn. Pupils will locate rainforests

	volcanoes and Mountains are formed due to the effect of tectonic plates. Year 4 will explore the different types of volcanoes and the products of a volcano. Year 4 will conduct a study looking at how volcanoes could be seen as a positive. As part of this unit pupils will look at world maps and globes to identify and locate the main tectonic plates. They will then use different sources to research how and where earthquakes occur before investigating why most earthquakes occur in California and Alaska. The children will collect data on earthquakes and their scales and present this in graph form.	the indigenous people of Brazil and learn about the largest city in the Brazilian Highlands: Rio de Janeiro. Whilst looking at Rio de Janeiro the children will explore how the poorer residents live in relation to wealthier residents, helping to address the big question: Is it ever justified that people have less than others? This unit will also introduce pupils to rainforests which they will exploring in greater depth in the summer term.	across 5 continents and learn all about the four main layers of different heights. They will develop an understanding of symbiotic relationships and how humans impact on these.
Key knowledge (substantive):	• The Earth is made of four main layers: the inner core (solid), the outer core (liquid), the mantle (semi-liquid) and the crust (solid) The upper part of the mantle and the crust combine to make the lithosphere. The lithosphere is split into tectonic plates. Because the mantle is semi-liquid, these big plates move over each other. Tectonic plates can be oceanic or continental. They meet at a plate boundary. • An earthquake is the sudden shaking of the Earth's surface. They are caused by movements of the tectonic plates. Minor earthquakes	• Lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • The Equator splits the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres. (Link back to prior learning in Y2) **(Lesson 1)**	• Rainforests are forests that are found in places with high temperatures and lots of precipitation. • They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. (Explore in atlases and on globes) • Rainforests are found in five continents: Oceania (Australasian); Asia (Southeast Asian); Africa (Congo Basin); South America (Amazon) and North America (Central American). **(Lesson 1)** • Rainforests are made of four main

	can occur anywhere; major earthquakes usually occur at plate boundaries **(Lesson 1)** • Fold mountains are formed when two continental plates move towards each other and collide. Volcanoes are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other. • Earthquakes usually occur at boundaries where the plates are sliding past each other, or where an oceanic plate is being forced under the continental plate (where some volcanoes are formed) **(Lesson 2)** • There are two main types of volcano: shield volcano (two plates move away) and composite volcano (oceanic and continental plates move together), which each have different features Shield and composite volcanoes can be active, dormant or extinct (as on Dartmoor). • The focus is the point inside the lithosphere where the earthquake came from; the epicentre is the point on the Earth's surface above.	• Locate South America and look at where it is in relation to Europe, the UK and North America. • South America is made up of 12 countries. Brazil is located in South America; it is the largest country on the continent. The Andes Mountains are found along the entire western coast of South America, covering 7 countries. **(Lesson 2)** • Brazil's physical geography is split into three main regions: the Amazon rainforest, the Cerrado and the Brazilian highlands • Indigenous people are the first people who lived in the place and the generations of people who came after. The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for agriculture, but are also hunter-gatherers. **(Lesson 3)** • Rio de Janeiro is one of the largest cities in the Brazilian highlands, Some of its population live in favelas (makeshift settlements), but there are also wealthy areas that are popular with tourists. • Explore in more depth the divide between rich and poor (Catholic	layers of different heights: the emergent, the canopy, the understory and the forest floor • Each layer of the rainforest has different types of plants and animals that live there. **(Lesson 2)** • A symbiotic relationship is a long-term relationship between one or more species, in which both species receive benefits • Animals and plants have adapted to life in the rainforest (buttress roots, lianas, spider monkey, toucan, fig wasp and fire ants). **(Lesson 3)** • Rainforests provide the Earth with many benefits, including releasing lots of oxygen, having plants that can be used to make medicine, and they are the only home to lots of species. Look back on prior learning about the Kayapo and introduce the Coboclo people – how might life change for them? • Chopping down trees is called deforestation. Deforestation of the Amazon rainforest in Brazil is making way for agriculture to improve Brazil's economy but at what cost to the environment? link to Laudato Si and Catholic Social

	The size of an earthquake is measured on the Richter scale, which goes from 1-10. Those measuring 7 or higher cause major damage. Primary effects are those that happen immediately that are the direct result; secondary effects are a result of primary effects **(Lesson 3)** • Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars • Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water La Soufriere is a volcano in St Vincent that erupted in early 2021, causing much of the Caribbean island to be covered in ash. The eruption has many negative effects. Etna is a volcano on the island of Sicily, in Italy. It is very active but living near it has lots of benefits – explore the reasons why people would live there. **(Lesson 4)** • Countries in the world can be classified as low-, medium- or high-income countries (LIC, HICs). They appear in all continents. Haiti is a LIC in North America that experienced an earthquake in 2010. Tohoku is in Japan, a HIC in Asia, and it experienced an earthquake	Social Teaching). https://www.youtube.com/watch?v=fKnAJCSGSdk Watch video on urbanisation and possible solutions. • Investigate religion and culture to include carnivals etc. **(Lessons 4 and 5)**	Teaching. Is there a future for the Brazilian rainforests? **(Lessons 4 and 5)**

	and tsunami in 2011 **(Lesson 5)** • Humans can minimise the effects of earthquakes with earthquake-proof buildings, evacuations and having earthquake survival kits **(Lesson 6)**		
Key knowledge (disciplinary)	World maps can be drawn from different perspectives, including the Pacific-centred map – Ring of Fire • An elevation view is the view of an object or place from the front or side • An oblique view is the view of an object or place from diagonally above • Explain similarities and differences, using geographical knowledge Location & place: Locating volcanoes across the world; location and effects of eruption at La Soufriere (Saint Vincent) and Etna (Italy) Geographical scale: The effects of physical features – like volcanoes and earthquakes – can be felt at the local, national and even global scale Locate places and features using letter and number coordinates on a map <u>Location & place</u>: Location and effects of earthquakes in Haiti/Japan <u>Geographical scale</u>: While physical effects are felt most at the local or	• Location & place: Locating countries in South America • Location & place: Physical and human features of Brazil • Location & place: Lines of longitude and latitude <u>Using map types:</u> • Junior atlas • Globes • Satellite images	• Draw an object to scale • Recognise that people have differing opinions about environmental issues • Interconnections: Human activity can affect physical features (e.g. deforestation of Amazon) <u>Using map types:</u> • Junior atlas • Globes • Satellite images

	national scale, the response can be at the global scale Interconnections: Humans adapt to living in earthquake-prone areas Interconnections: There are similarities and differences between LICs, MICs and HICs Using map types: • Globes • Atlases • Satellite images (Google Earth)		
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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.		

	Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Term/ Year group Year 5	Spring Term 1: **Biomes and Climate Zones**	Spring Term 2: **Feed the World – Food and world trade**	Summer Term 2: **Investigating water** **Severn, waterfalls (Canonteign and Becky Falls)**
Overview of the unit:			
Key knowledge (substantive):	• Vertical lines called meridians split the Earth is split into 24 different time zones. Each time zone is a number of hours ahead or behind London, at the Prime Meridian. Some countries are too large for one zone and operate in multiple time zones • Climate zones share long-term	• Natural resources are substances that occur naturally in the environment, like wood, food, water and fossil fuels. • Fossil fuels are materials made from fossils over millions of years, like coal and oil. Humans use these to run cars and electrical items. • Natural resources are (1) valuable,	• The amount of water on Earth is constant • Water cycle: Evaporation from the air, and transpiration from trees means that water vapour rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is where water collects in lakes or

	weather patterns. Six main ones: polar, temperate, arid, tropical, Mediterranean and mountains • Climate zones are usually found in more than one continent; and continents of Europe, North America and South America have several climate zones Some climate zones (e.g. temperate) usually have a much higher population density than others • Biomes are areas of the world that, because of similar climates, have similar landscapes, animals (fauna) and plants (flora or vegetation belt): tundra, tropical rainforests, coral reefs, temperate forests and hot deserts • Flora and fauna that have adapted to life in the tundra (Arctic hare, polar bear) hot desert (cactus, camel, Saharan silver ant, cape ground squirrel) temperate forest (deciduous and coniferous trees with thick bark, red squirrels, hedgehogs, brown long-eared bats southern wood ants) coral reefs (soft coral, pistol shrimp & goby fish, reef sharks) • Global warming relates to an increase in Earth's temperature only; it causes climate change which relates to a broader set of changes. Global warming and	(2) unevenly distributed across the world, (3) take a very long time to be replenished. **(Lesson 1)** • Trade is the process of buying and selling goods. Imports are goods that are brought into the country. Exports are goods that are traded out of the country • UK imports food from across the world. **(Lesson 2)** • Trade has become increasingly global. Agriculture has moved from subsistence to commercial so that food can be traded. **(Lesson 3)** • Local trade. Who do local businesses trade with? Locally, regionally, nationally, Europe and internationally. Brixham fisheries, Riverford Farm etc. **(Lesson 4)** • Fair trade is a way of making sure that farmers – often in LICs – are paid a fair price for the food they grow. **(Lesson 5)**	rivers and is taken back to sea • Saltwater is a solution of salt dissolved in water. Freshwater has little or no salt dissolved in it. The majority of Earth's water is saltwater. Of the remaining freshwater, almost 70% is frozen in ice caps or glaciers near the North and South Poles • The distribution of freshwater is uneven across Earth, and some continents receive more precipitation than others • Mississippi River is the second longest river in USA, North America; Danube River is the second longest in Europe and flows through central and southeastern European countries; River Trent is the longest river in the UK • A river has three courses: upper, middle and lower • Three river processes : erosion, transportation, deposition • Waterfalls in the upper course, when the water erodes soft rock • Meanders form in the middle course, by erosion and deposition • Floodplains form in the lower course, by deposition • Land use includes agriculture (including fishing), recreational (including tourism), residential, industry, defence and transport • There are similar and different land uses along different stretches of the

	climate change both happen naturally but both have been accelerated by human activity • Global warming is caused by too many greenhouse gases in the atmosphere from burning fossil fuels, agriculture, deforestation We can prevent further climate change by using less electricity, reforestation and afforestation, and by using less and recycling more. If humans do not act now, global warming and climate change will continue and have major impacts. • Study of local biomes (Haldon Forest, Yarner Wood and Bellever Forest)		rivers Mississippi, Danube and Trent (including poor/wealthy, rural/urban areas)
Key knowledge (disciplinary)	• Interpret and construct climate graphs. • Location & place: Locating climate zones and biomes across the world; time zones <u>Using maps:</u> Thematic maps (showing climate zones and population density)		
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle		

	Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location

Term/ Year group Year 6	Autumn Term: **On the Move (forced migration) Catholic Social Teaching**	Spring 2 Term: **Plastic Pollution** **Laudato Si**	Summer Term: **North America**
Overview of the unit:	In this unit, year 6 will explore the reasons for migration. The pupils will learn about push and pull factors, forced migration and asylum seekers. They will look at a number of case studies and link this back to natural disasters in year 4. This unit will prepare pupils for further case studies on migration in KS3. (Link to the Boy at the Back of the Class – class text in Year 4)	In this unit the pupils will be exploring plastic pollution, how it happens, how it affects animals and the environment and what we could do to improve the situation. Links to Laudato Si.	
Key knowledge (substantive):	• Maslow's hierarchy of needs. Show what humans need to survive and thrive https://www.youtube.com/watch?v=O-4ithG_07Q • Migration is the process of moving from one place to another. It does not have to be between countries but where it is, it is called immigration (in) or emigration (out) **(Lesson 1)** • People migrate because of push and pull factors. **(Lesson 2)** • Forced migration occurs when people can no longer live safely in their country. When people are forced to leave their country, they	• What is waste/rubbish? Is food waste rubbish? • Begin a discussion by saving a few days' worth of your own thrown away 'rubbish' and take it into school – obviously health and safety issues need to be addressed here (no sharp edges, items washed etc.). The children then sort it, making their own decisions on the categories in which they do this e.g. type of material (plastic, paper, metal, card, etc.), by whether it is recyclable or not, the type of packaging, by the potential for reuse (alternative uses for yoghurt pots etc.). • identify issues around the definition	• North America is made up of 23 countries, across Northern America, Central America and the Caribbean. It is surrounded by the Arctic, Atlantic; Pacific. • There are five regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean.

	seek asylum in another country. Case study: Ukraine to other countries in Europe. • **(lesson 3)** • Forced migration case study: Syria**.** **(Lesson 4)** • Asylum seekers make up a very small proportion of immigrants to the UK. The UK has benefitted from immigration in many ways (economic, social and cultural). Link to Black History and Windrush **(Lesson 5 and 6)**	of what is rubbish. • look at manufacturing processes and how recycling/reuse may become part of the original design of a product. From this harnessing the children's imagination to devise alternative uses for items that are found in 'the bin' raises awareness of the nature of material. **(Lesson 1)** • Investigate the why, where and how of the so-called 'plastic tsunami war zone' that affected the south-west England during the winter storms of 2017–18: • Where did all the plastic lying on the seabed come from? • What type(s) of plastic was it? • Why was it lying on the seabed? • How did an atmospheric storm cause the plastic to be brought up to the surface? • What conditions were then needed to bring it onto the beaches of Cornwall? • What has happened to the plastic waste since it arrived on the beaches? • What can be done to prevent this happening again? **(Lesson 2)** • Effects of plastic pollution on wildlife • How are microplastics affecting the environment? • Single-use plastics take hundreds of	

		years to break down. They can kill organisms directly or indirectly by destroying habitats • The Great Pacific Garbage Patch is an area of plastic waste in the Pacific Ocean, three times the size of Spain and Portugal combined **(Lesson 3)** • What are the ethics or morals of sending UK waste plastic (and other forms of waste) around the world to be recycled by a less developed country? • Why is it cost-effective to transport waste such large distances for recycling? • What are the environmental issues linked to transporting waste such large distances? • What are the environmental impacts on the country and people to whom waste plastic is sent for recycling? • Is this an activity the UK should be participating in? • Should we be recycling our waste here in the UK? • What other waste products/items does the UK export to other, often less developed countries? **(Lesson 4)** • Explore ways to tackle coffee cup wastage and devise alternative	

		approaches with your students. • What materials go into making a disposable coffee cup? • How many disposable coffee cups are used in the UK every year? • Where do most disposable coffee cups end up? • What are other countries doing about disposable coffee cups? • How is the 25p disposable coffee cup ('latte levy') intended to work? • Who should pay for the proposed levy disposable coffee cup? • What might be the impact of the proposed levy on disposable coffee cups on coffee shop businesses? • What are consumers' views on the proposed levy on disposable coffee cups? • How does the proposed levy on disposable coffee cup fit with the UK government's other policies on plastic waste? **(Lesson 5)** • Investigate how plastic pollution can be reduced by using less single-use plastic (e.g. plastic bags, straws) and recycling more plastic • Sustainable cities limit damage to their environment Sustainable cities are found across the world including: Beddington (UK, Europe); Curitiba (Brazil, South America); Dongtan City (China; Asia); Melbourne (Australia, Oceania); Vancouver (Canada, North America); and Cape Town (South Africa, Africa)	

		(Lesson 6)	
Key knowledge (disciplinary)	<u>Location and Place</u>: Migration from Ukraine and Syria to countries in Europe; and Northern Triangle to USA <u>Interconnections</u>: Migration is usually the result of a related set of push and pull factors (Links to LICs, MICs and HICs when looking at Europe in Y3, South America in Y4 and North America Y6) <u>Using maps:</u> • Simple (Google maps) map • Satellite images (Google Earth) • Junior atlas • Globe • Photographs of places in plan and oblique view • OS maps • Thematic maps		<u>Using maps:</u> • Satellite images (Google Earth) • Junior atlas • Globe
National Curriculum objectives by the end of KS2	Identify the position 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) Physical geography: describe and understand key aspects of: physical geography, including: climate zones, and the water cycle Geographical skills and mapwork:		

	use maps, atlases, globes and digital/computer mapping to locate and describe features studied Pupils should extend their knowledge and understanding beyond the local area. Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography. 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. Human and physical geography: describe and understand key aspects of: physical geography human geography, including: types of settlement and land use, economic activity Geographical skills and mapwork: use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location