

Green Lane Church of England
Primary School

Barnard Castle



Green Lane Geography Curriculum



'A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives.'

DfE (2014)

How Geography links to the Ethos, Vision and Values of Green Lane:

At Green Lane, we have developed a high-quality geography curriculum that inspires in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is a subject packed with excitement that explores aspects of the world and helps us to better understand its people, places and environments and the interactions between them. It also helps us understand how and why places are changing, and to better imagine, predict and work towards likely and preferred futures: a shared responsibility and one more pertinent to our future generations than ever before. We encourage an enquiry led approach that seeks answers to fundamental questions such as:

- Where is this place? What is it like and why? How and why is it changing? How does this place compare with other places? How and why are places connected?
- It is also imperative that our geographers don't just answer questions but also ask, challenge and debate them:
- What could/should the world be like in the future? What can we do to influence change?

Underpinning all of these questions is the core purpose of our **character education**: listening deeply to others, recognising the worth of their ideas and learning to 'disagree well'.

How we teach Geography at Green Lane:

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed 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
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Three key themes promoting our character education within our Geography curriculum are **respecting our planet** (reduce, reuse and recycle), how a small change can have a great impact on the climate change and making caring choices (fair trade and fair lives).

Geography Overview Long term plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Each term EYFS walk to Bowes Museum, look at the same tree in school grounds, seasons throughout and forest schools.</p> <p>What is so special about where I live? Supermarket etc. – draw attention to multi cultural society)</p> <ul style="list-style-type: none"> Holi festival, Indian restaurants? etc. – draw attention to multi cultural society) <p>Click into EYFS Happy Hollow Tree to see more.</p>	<p>What do I know about where I live? (UK and 4 countries and to include recycling – looking after where we live)</p>	<p>Why is London our capital? (other cities in the UK)</p>	<p>Why is Britain so great? (counties)</p>	<p>How much do we know about Europe? (famous landmarks and a focus on Italy)</p> <p>Link to the Romans in History</p>	<p>Why do so many British people go to the Mediteranean for their holiday?</p>	<p>What is so great about the USA? (North America) Or What would it be like to be Brazilian? (South America) latitude/ longitude)</p>
Place knowledge	<p>What is a map?</p> <ul style="list-style-type: none"> Easter egg hunt, Polar regions, pirates, Forest schools, Gruffalo, Pirates <p>Click into EYFS Happy Hollow Tree to see more.</p>	<p>Why are some places in the world always hot and others always cold?</p>	<p>How different would my life be if I lived in a Kenyan village? (Seven continents and oceans)</p>	<p>How is Barnard Castle different to Durham and Newcastle? (main differences)</p>	<p>How do we energise ourselves in the UK?</p>	<p>What do we understand about rainforests and why are they located where they are? (climate and tropics)</p>	<p>Why should Fairtrade matter to all of us?</p>
Physical Geography	<p>What are the similarities and differences between Barnard Castle and another country?</p> <ul style="list-style-type: none"> Weather Other countries <p>Click into</p>	<p>Why are seaside towns so different to Barnard Castle? (focus on both human and physical)</p> <p>(Look at</p>	<p>How do we get around? (mapping/ main motorways/ main airports) (physical features of places / UK / people –</p>	<p>What are the similarities and differences between a Tundra and a Desert?</p>	<p>How are mountains formed and what causes an earthquake or volcano?</p> <p>Link to North</p>	<p>Why should we worry about climate change?</p>	<p>How is a River formed? (Water Cycle)</p>

A Character Education for Geography

Our Church of England vision, 'Educating for Life in all its Fullness' (St John's Gospel, chapter 10, verse 10) is the foundation upon which our practice rests. Through a varied, rich and character driven curriculum, we seek to develop and celebrate the flourishing of each individual child in our care, cultivating an expansive range of moral, spiritual, intellectual, civic and performance virtues. We encourage our young people to grow in wisdom, hope, community and dignity as well as cultivating a high level of academic excellence, knowledge and skills and a life-long desire to learn. We aim for the education we provide to equip our young people far beyond the school gates; impacting positively on their future lives as good citizens, friends, neighbours, parents, team members and employees, benefiting themselves as individuals and the wider communities they will be part of.

I love learning about the wonders of the world – I might get to go there one day! Ethan, Y3.

I loved our topic on Rainforests. We did a Class Collective Worship all about it and researched so many facts! We learned that we need to care for the plants and animals in our world by recycling and not cutting down the trees. Rosy, Y5.

Geographical Knowledge and Skills

Caught

Caught: This is us Educating for life in all its fullness. Each subject lead has outlined how their curriculum area inspires learners, links into our wider school vision and helps to promote our values.

Key Stage 1 and 2

- Geographical learning is our passport to the world.
- With our curriculum, we aim to inspire our pupils with a desire to explore our wonderful world and in addition to this, care for it: protecting and preserving its beauty for our future generations.
- We aim to equip our pupils with a perception of equal opportunities, in that the world is accessible to all.
- Our geography aims to inspire a life-long curiosity of locations outside of Barnard Castle, County Durham and England, encouraging pupils to reflect on where they would like to travel to.
- Our geography aims to inspire a sense of care and responsibility for our world, encouraging pupils to reflect on what they can do to look after our environment, both on a local and global scale.

Geographical Knowledge and Skills

Taught

Taught: This is how we teach our values alongside the demands of the National Curriculum. It does not mean that every value is taught in every lesson, subject leads have thought carefully about which values can complement specific areas of teaching.

Key Stage 1

- Pupils should develop knowledge about the world, the United Kingdom and their locality.
- They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Stage 2

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical Knowledge and Skills

Sought

Sought: This is us giving the children an opportunity to choose to live the values. Subject leads have thought about how our learners can demonstrate our values within a lesson, within the classroom and within our community.

Key Stage 1

The units throughout KS1 provide opportunities to reflect and consider:

- How we can be inspired by our local and wider communities?
- .What is special and unique about the places we are learning about?
- .Where have we visited and where would we like to visit in the future?
- How we can nurture an understanding of our planet and its wildlife?
- Can we learn to care for and respect our surroundings? How will we do this?
- What small acts of kindness and respect will contribute towards the care of our planet?

Key Stage 2

The units throughout KS2 provide opportunities to reflect and consider:

- How we can be inspired by our fantastic wider world?
- How do other countries compare to ours and what are the differences?
- Are there features of the world that amaze us?
- Where would we love to explore in the future?
- How can we nurture a sense of care and respect for our world and furthermore: a sense of responsibility?
- Can we nurture a sense of inclusivity for our world; recognising the importance of preserving and protecting our planet on both a global and human level?
- Can we be inspired by activists such as Greta Thunberg to make our individual contribution and what can we do?
- What might we do in the future to explore, research, protect and preserve our planet?

Geographical Knowledge and Skills

Locational Knowledge

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> • See Early Years section of school website to discover more 	<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know the name of the nearest town or city 	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know why so many important buildings are located in London 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know the difference between Great Britain, The British Isles and the United Kingdom • Know the names of and locate at least eight counties and at least six cities in England • Know, name and locate the main rivers in the UK 	<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries • Know the names of and locate at least eight major capital cities across the world • Know where the main mountain regions are in the UK • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map 	<ul style="list-style-type: none"> • Know what is meant by the term 'tropics' • Know the names of a number of European capitals • Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal • Know about time zones and work out differences 	<ul style="list-style-type: none"> • Know the names of, and locate, a number of South or North American countries • Know where countries in the British commonwealth are situated • Know the names of four countries from the southern and four from the northern hemisphere

Geographical Knowledge and Skills

Place Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> See Early Years section of school website to discover more 	<ul style="list-style-type: none"> Know and name the characteristics of the local area Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe Know some of the characteristics associated with a coastal place in comparison to where they live 	<ul style="list-style-type: none"> Know the main differences between the climate and features of a place in England and that of a small place in a non-European country 	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country Know the main differences between a rural and an urban location within the UK Know how a continent's climate can vary and impact on people's lives Contrast the main features found in two different biomes, e.g. tundra and desert 	<ul style="list-style-type: none"> Recognise many of Europe's key landmarks Explain clearly the main differences between a village, town and city Appreciate that climate and physical features has an important part to play 	<ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America Appreciate that climate and physical features has an important part to play when considering how people live Recognise the physical conditions necessary for the creation of different biomes Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly 	

Geographical Knowledge and Skills

Human and Physical Geography

EYFS	Year 1	Year 2	
<ul style="list-style-type: none"> See Early Years section of school website to discover more 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Know the key physical and human features of a coastal place 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village 	
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. Know the names of and locate some of the world's deserts Have a good understanding about climate change and its potential impact on our lives 	<ul style="list-style-type: none"> Recognise that people's jobs are determined by where they live Know what causes an earthquake and tsunami Label the different parts of a volcano Know why recycling is important Know about the key human and physical differences between living in the UK and a different European country Know the names of a number of the world's highest mountains 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is Know why industry is important to the world 	<ul style="list-style-type: none"> Begin to appreciate the issues associated with Brexit Know how the lives of children vary across the world Understand about the term 'fair trade' and its implications on the lives of so many people Recognise the positive and negative features of plastic Know why ports are important for world trade Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know why most cities are situated close to a river Explain the features of a water cycle

Geographical Knowledge and Skills

Geographical Skills and Fieldwork

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> See Early Years section of school website to discover more 	<ul style="list-style-type: none"> Know which is N, E, S and W on a compass Know their address, including postcode Know that all streets have a name, including post code Know how to follow a simple road map Talk about the features in their local environment 	<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to Know the name of the nearest town or city and locate it on a map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area Talk about the main differences between a world map and a globe 	<ul style="list-style-type: none"> Use maps to locate European countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Use maps to locate European countries and capitals Know and name the eight points of a compass Talk about the features in their local environment and compare it with another they know 	<ul style="list-style-type: none"> Know how to use graphs to record features such as temperature or rainfall across the world Know how to plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, etc. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian 	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Use appropriate special language when giving directions Know most of the symbols used on a UK road map, including status of roads Know some of the main features of a satnav Know what most of the ordnance survey symbols stand for Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know how to use six-figure grid references 	<ul style="list-style-type: none"> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know how to use six-figure grid references

Medium term plan for GEOGRAPHY

Locational Knowledge

YEAR 1

What do I know about the UK and where I live in Barnard Castle?

Use maps to locate the four countries of the UK, their capital cities and the main seas

Find out what an address and postcode is

Use a local map to find the streets around the school

Know what road signs tell us

Know how to look after our locality (recycling)

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the names of the four countries that make up the UK• Know the names of the three main seas that surround the UK• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland• Know the name of the nearest town or city	<ul style="list-style-type: none">• Know and name the characteristics of the local area	<ul style="list-style-type: none">• Know the main differences between city, town and village	<ul style="list-style-type: none">• Know their address, including postcode• Know that all streets have a name, including post code• Know how to follow a simple road map• Talk about the features in their local environment.

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 1

Why are some places in the world always hot and others always cold?

Use maps and the globe to locate the equator, the North Pole and the South Pole

Know how people have adapted to live in a very hot climate

Know how people have adapted to live in a very cold climate

Know that in the polar regions it can be dark or light all day

Know which natural resources can be found around the equator and the polar regions

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<ul style="list-style-type: none">• Know features of hot and cold places in the world• Know where the equator, North Pole and South Pole are on a globe	<ul style="list-style-type: none">• Know some of the key physical and human features of very hot or very cold places	<ul style="list-style-type: none">• Know which is N, E, S and W on a compass

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 1

Why are Seaside towns so different to Barnard Castle?

Use maps to locate the nearest seaside resorts to the school

Know some of the key physical features associated with a seaside resort

Know why people often visit seaside resorts for a short or long holiday

Know why hotels, cafes and souvenir shops are often found in these resorts

Know why some resorts have lighthouses and almost all have RNLI presence

Locational Knowledge

- Know the names of the three main seas that surround the UK

Place Knowledge

- Know some of the characteristics associated with a coastal place in comparison to where they live

Human and Physical Geography

- Know the key physical and human features of a coastal place

Geographical Skills and Fieldwork

- Talk about the features in their local environment

Medium term plan for GEOGRAPHY

Locational Knowledge

YEAR 2

Why is London our capital city and which are the other cities of the UK?

Know what a capital city is

Know some of the important features in London

Know that decisions about our country is made in the Houses of Parliament

Know about the important features of Durham and Newcastle

Create a class map of London and place models of key features on it

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know why so many important buildings are located in London 		<ul style="list-style-type: none"> Explain some of the advantages and disadvantages of living in a London or Rochdale 	<ul style="list-style-type: none"> Know the name of the nearest town or city and locate it on a map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 2

What are the main differences between my life and life in a small village in Kenya?

Know where Kenya is and begin to know about its physical features? (recap hot and cold, continents)

Know what the main differences are between our climate and that of Kenya

Understand what a day in school would be like if they lived in a small Kenyan village

Understand what food they would eat and where they would get it from

Understand why Kenyans worry about drought (lakes/rivers)

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know why so many important buildings are located in London 	<ul style="list-style-type: none"> Know the main differences between the climate and features of a place in England and that of a small place in a non-European country 		<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to Talk about the main differences between a world map and a globe

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 2

How do we get around?

(mapping/ main motorways/ trains/ transport/ main airports)
(physical features of places / UK / people - accents)

Use a map to locate the nearest airport and main train station

Recognise the procedures followed when travelling by air

Recognise how trains help us to move around within the UK

Know about the jobs that are associated with airports and train stations

Know where the main motorways are in the UK

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world 		<ul style="list-style-type: none"> Explain some of the advantages and disadvantages of living in a city or village 	<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to Know the name of the nearest town or city and locate it on a map of the UK Locate a number of cities on a map of the UK Make a model, using road strips and toy buildings that shows features in an area Talk about the main differences between a world map and a globe

Medium term plan for GEOGRAPHY

Locational Knowledge

YEAR 3

Why is Britain so great?

Know what a county is and which are some of the UK's main ones

Know the difference between the UK, Great Britain and the British Isles

Know the difference between urban and rural locations in the UK

Compare the features surrounding Barnard Castle with another contrasting place

Know which are the specific holiday destinations within the UK

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the difference between Great Britain, The British Isles and the United Kingdom• Know the names of and locate at least eight counties and at least six cities in England	<ul style="list-style-type: none">• Know the main differences between a rural and an urban location within the UK	<ul style="list-style-type: none">• Know why recycling is important• Know how people can have an impact on keeping our planet safe	<ul style="list-style-type: none">• Talk about the features in their local environment and compare it with another they know

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 3

What are the main differences about living in a village or small town (Barnard Castle) and a cities (Durham and Newcastle)?

Know the main features of a village

Know the main features of a city

Use a field visit to capture Barnard Castle's main features and repeat for a local city

Know what would attract people to live in a village or a city

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and four from the northern hemisphere 	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country Know the main differences between a rural and an urban location within the UK 	<ul style="list-style-type: none"> Know the name of and locate a number of the world's longest rivers Know why most cities are situated close to a river 	<ul style="list-style-type: none"> Use maps to locate European countries and capitals Use a globe to gain a better understanding about countries' location (USA and Russia, for example) Use maps to locate European countries and capitals Talk about the features in their local environment and compare it with another they know

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 3

What are the similarities and differences between a Tundra and a Desert?

Know what is meant by a 'tundra' and locate them in across the world

Know where the world's most famous and largest deserts are situated

Explain the main physical features of a tundra and desert

Know how people have adapted to live in tundra and deserts

List the main differences between a tundra and a desert

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<ul style="list-style-type: none"> Know how a continent's climate can vary and impact on people's lives Contrast the main features found in two different biomes, e.g., tundra and desert 	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts Have a good understanding about climate change and its potential impact on our lives 	<ul style="list-style-type: none"> Know how to use digimaps Be familiar with topographical maps and know about contours, etc Know what is meant by latitude and longitude

Medium term plan for GEOGRAPHY

Locational Knowledge

YEAR 4

Where are the famous landmarks of Europe
(with a focus on Italy)?

Know the names of most of the well-known European cities

Know where most of the well-known landmarks are located

Recognise Europe's most well-known mountain regions and rivers are

Know specific features of at least one European country (Italy)

Understand what is meant by Brexit

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">Know the names of a number of European capitals	<ul style="list-style-type: none">Recognise many of Europe's key landmarks	<ul style="list-style-type: none">Know about the key human and physical differences between living in the UK and a different European country	<ul style="list-style-type: none">Know how to use graphs to record features such as temperature or rainfall across the world

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 4

How do we energise ourselves in the UK?

Know how important electricity is for homes and industry

Know what is meant by nuclear and coal powered energy

Know why it is important consider alternative energy

Know why solar energy is now more important than ever

Know what we mean by wind turbines

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the difference between Great Britain, The British Isles and the United Kingdom• Know the names of and locate at least eight counties and at least six cities in England	<ul style="list-style-type: none">• Know the main differences between a rural and an urban location within the UK	<ul style="list-style-type: none">• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.	<ul style="list-style-type: none">• Talk about the features in their local environment and compare it with another they know

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 4

How are mountains formed and what causes an earthquake or volcano?

Know what lays beneath our feet (tectonic plates etc)

Know how mountains are formed

Know which are the most well known mountains in the UK and the rest of the world

Know what causes an earthquake?

Know what causes a volcano

Locational Knowledge

- Know the names of and locate at least eight European countries
- Know where the main mountain regions are in the UK
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map

Place Knowledge

- Appreciate that climate and physical features has an important part to play when considering how people live

Human and Physical Geography

- Know what causes an earthquake and tsunami
- Label the different parts of a volcano
- Know the names of a number of the world's highest mountains

Geographical Skills and Fieldwork

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
- Distinguish between the Northern and Southern hemisphere on both a world map and a globe

Medium term plan for GEOGRAPHY

Locational Knowledge

YEAR 5

Why do so many British people go to the Mediterranean for their holidays?

Locate the Mediterranean on a map and globe

Know which countries are on the Mediterranean coast

Consider the climate of the UK and that of the Mediterranean each month

Compare and contrast a holiday resort on the Mediterranean with that of one in the UK

Consider similarities and differences of food, language, lifestyle, especially jobs

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the names of and locate at least eight European countries• Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal	<ul style="list-style-type: none">• Appreciate that climate and physical features has an important part to play when considering how people live	<ul style="list-style-type: none">• Recognise that people's jobs are determined by where they live	<ul style="list-style-type: none">• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 5

What creates a rainforest and why are they located where they are?

Know what biomes are and that rainforest is one type

Know where most of the world's rainforests are situated

Know about the main features associated with a rainforest

Know why it is important to protect the rainforests

Know about the features of the different layers of a rainforest

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know what is meant by the term 'tropics' 	<ul style="list-style-type: none"> Recognise the physical conditions necessary for the creation of different biomes 	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is 	<ul style="list-style-type: none"> Know how to use graphs to record features such as temperature or rainfall across the world

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 5

Why should we be worried about climate change?

Know what industry is and why it is important

Know what is meant by climate change

Know why climate change is such an urgent issue

Understand why people get passionate about climate change

Know why climate change has such a big impact on the world's poorest countries

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know about time zones and work out differences 	<ul style="list-style-type: none"> Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly Know how a continent's climate can vary and impact on people's lives Contrast the main features found in two different biomes, e.g., tundra and desert 	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts Have a good understanding about climate change and its potential impact on our lives Know why industry is important to the world 	<ul style="list-style-type: none"> Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Know how to use six-figure grid references Know what is meant by latitude and longitude

Medium term plan for GEOGRAPHY

Place Knowledge

YEAR 6

What is Fairtrade and why should it matter to all of us?

Know how different countries trade with each other

Know why Brexit was important to all of us

Understand what people mean by Fairtrade

Know which countries suffer if there is not a culture of Fairtrade

Know what is meant by sustainability, global citizenship and ethical codes

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal 		<ul style="list-style-type: none"> Understand about the term 'fair trade' and its implications on the lives of so many people Recognise the positive and negative features of plastic Know why ports are important for world trade 	

Medium term plan Geography

Locational Knowledge

YEAR 6

Where are the main features of South America?
(Brazil, in particular)

Know the names of and key features of South American countries

Use Google Earth to find out more about a specific South American country

Focus specifically on one South American country

Find out about time zones and how time differs between the UK and South America

Know more about the lives of 'street children'

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none">• Know the names of, and locate, a number of South American countries• Know about time zones and work out differences	<ul style="list-style-type: none">• Know how a continent's climate can vary and impact on people's lives	<ul style="list-style-type: none">• Know how the lives of children vary across the world	<ul style="list-style-type: none">• Use Google Earth to locate a country or place of interest

Medium term plan for GEOGRAPHY

Human and Physical Knowledge

YEAR 6

How is a River formed?

Know about the key physical features associated with a river

Describe what happens between the source and estuary

Know what a water cycle is

Know where the longest rivers in the UK and the world are

Know what causes a flood and how people are trying to prevent it

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere 		<ul style="list-style-type: none"> Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know why most cities are situated close to a river Explain the features of a water cycle 	<ul style="list-style-type: none"> Know and name the eight points of a compass