

Geography Medium Term Plan

FS1 Geography Curriculum						
Unit	Marvellous Me	Colours of the Rainbow	Mirror Mirror	Animal Kingdom	Enchanted Gardens	Let's Explore
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thread	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 
Early Years Curriculum Understanding of the World ELG	<p><b>ELG - Assessed in June in FS2</b>  <b>People, Culture and Communities</b>            Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b>            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.</p>					
Overview	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC) • 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. (PCC) • 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. (PCC) • Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW) • 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(NW) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW)</p>					
Resources to support learning	<p>Real life photographs of human and physical features, atlas, floor map, books, circle times activities, outdoor learning experiences, vocabulary displayed in setting, I pads to take photos of learning experiences, small world, roleplay area .</p>					
Vocab	<p>Place, Area, World, Land Local</p>					

FS2 Geography Curriculum						
Unit	Marvellous Me	Colours of the Rainbow	Mirror Mirror	Animal Kingdom	Enchanted Gardens	Let's Explore
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thread	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 	My Place in the world. 
Early Years Curriculum Understanding of the World ELG	<p><b>ELG - Assessed in June in FS2</b></p> <p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b> 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.</p>					
Overview	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PCC) • 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. (PCC) • 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. (PCC) • Explore the natural world around them, making observations and drawing pictures of animals and plants. (NW) • 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(NW) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (NW)					
Resources to support learning	Real life photographs of human and physical features, atlas, floor map, books, circle times activities, outdoor learning experiences, vocabulary displayed in setting, I pads to take photos of learning experiences, small world, roleplay area.					
Vocab	Place, World, Country Globe, Atlas, Map					

Year 1 Geography Curriculum			
Unit	All Around Me What is it like where we live?	The UK What is it like around the UK?	Weather Weather Weather Is the weather the same all year round in the UK?
Term	Autumn 1	Spring 1	Summer 2
Thread	My Place in the world. 	My Place in the world. 	My Place in the world. 
Geographical Enquires	<ol style="list-style-type: none"> <li>1.Where do I live?</li> <li>2.Where is our school and how do I get there?</li> <li>3.What could my plan view of the classroom include?</li> <li>4.What key human and physical features will I include on my simple map of my school? (<b>Fieldwork activity</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1.What countries are in the UK and what are their capital cities?</li> <li>2.What makes England Unique?</li> <li>3.What makes Scotland Unique?</li> <li>4.What makes Wales Unique?</li> <li>5.What makes Northern island?</li> </ol>	<ol style="list-style-type: none"> <li>1.What is Weather?</li> <li>2.What are the changes that take place in the four seasons?</li> <li>3.How can we measure and record daily weather?</li> <li>4.How does the position of a country on the globe affect its's weather?</li> <li>5.How can extreme weather affect people across the world?</li> </ol>
National Curriculum	<p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key physical features and key human features</p> <p><b>Geographical Skills and Field Work</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key physical features and key human features</p> <p><b>Geographical Skills and Field Work</b> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p>	<p><b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Geographical Skills and Field Work</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as hot and cold countries around the world.</p>
Overview	In this unit you will start by exploring your immediate environment of home and school, building on the firm foundations from the Early Years Foundation Stage. You will explore the school environment using first-hand observation and experience to recognize key human and physical features. You will begin to develop essential map skills by drawing a simple picture map of the school	In this unit, you will 'fly' around the United Kingdom, learning about the countries of the UK and developing your learning beyond your immediate environment and your own locality. You will explore the UK by looking at individual countries, capital cities, human and physical features.	In this unit, you will explore different types of weather and the changes which take place across the seasons. You will also measure and record daily weather. You will build on your knowledge of the weather in our locality to look at how the position of a country on the globe affects its weather. You will conclude the unit by learning about extreme weather events that affect people across the world.

	as well as a simple plan view of the classroom. In doing this, you will also develop the use of directional language. In this unit you will also develop your map skills and fieldwork experiences.		
Vocab	Area, Land, bird's eye view, location, map, town City, features, address, distance, route	United Kingdom, country, capital, flag, different, capital city, Landmark, population, England, London, Northern Island, Belfast Giant's Causeway, Scotland, Edinburgh, Ben Nevis Wales, Cardiff Landmarks	United Kingdom, country, equator, north pole, south pole, seasons (Summer, Autumn, Winter, Spring) weather, temperature

Year 2 Geography		
Unit	Comparing Kenya How does Kenya compare to where I live?	Oh I do like to be beside the Seaside What will I see at the seaside?
Term	Autumn 1 and Autumn 2	Summer 1
Thread	My Place in the world. 	My Place in the world. 
Geographical Enquires	<ol style="list-style-type: none"> <li>1.What can maps and fieldwork tell me about BOD? <b>(Fieldwork activity)</b></li> <li>2.Where are the seven continents and 5 oceans?</li> <li>3.Where is Kenya in relation to other countries and the equator?</li> <li>4.What is the climate of Kenya and how does this compare with the UK?</li> <li>5.What is the landscape of Kenya like? How does this compare with the UK?</li> <li>6.Who lives in Kenya? How does this compare with life in the UK?</li> </ol>	<ol style="list-style-type: none"> <li>1.What oceans and seas surround the UK?</li> <li>2.Where are our seaside resorts?</li> <li>3.What are the human and physical features of Cleethorpes?</li> <li>4.How have UK seaside resorts changed over time?</li> <li>5.How do seaside resorts compare around the world?</li> </ol>
National Curriculum	<p><b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features and key human features</p> <p><b>Geographical Skills and Field Work</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p>	<p><b>Geographical Skills and Field Work</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key physical features and key human features</p>

	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	
Overview	<p>In this unit, you will begin by exploring your local area of Bolton upon Dearne. You will undertake fieldwork in the area, recognising its human and physical features. You will use aerial photographs, as well as your fieldwork experience, to draw maps of the local area using a key.</p> <p>Following this, you will broaden your place knowledge of the world by exploring the seven continents and five oceans. You will use maps and globes to locate the continent of Africa and describe the location of Kenya in relation to other countries and the equator. You will then zoom in to a deeper study of Kenya: its climate and varied landscape. You will then compare Kenya with Bolton upon Dearne, recognising similarities and differences.</p>	<p>In this unit, you will learn about the oceans and seas that surround our island home - the United Kingdom. You will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps and aerial photographs. You will learn about the geographical features of the seaside, both human and physical. You will take a trip to the beach and spend a day immersing ourselves in coastal town life (Cleethorpes). Returning to our classroom, you will use photos and maps to compare and contrast this town with our local area, looking at how resorts have changed over time. You will develop your geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</p>
Vocab	<p>Bolton on Dearne, map ,locate, route, human features, physical features, symbols ,Continent, ocean,Capital city</p> <p>Country, climate zone, Kenya, Maasai, Nairobi, England, London, equator, culture, landmarks</p>	<p>North pole, south pole, oceans. Asia, Africa, Antarctica, North America, South America, Antarctica. Oceania,Pacific, Atlantic, Southern, Arctic, Indian Ocean</p> <p>Beach, sea, cliff, coast, harbour, port, hill</p> <p>Lighthouse, town, village, Key,, Symbols city, natural/physical, human/manmade,</p>

Year 3 Geography			
Unit	Food and Farming UK Where does our food come from?	Journey to Scotland Would you prefer to live in Barnsley or the Scottish islands? Why?	Rivers What is the journey of a river?
Term	Autumn 1	Spring 1	Summer 1
Thread	Sustainability 	Interconnectivity 	Interconnectivity Sustainability  
Geographical Enquires	<ol style="list-style-type: none"> <li>1.What is farming?</li> <li>2.Which parts of the UK are known for particular foods and how might the weather affect this?</li> <li>3.How does our food get from farm to fork?</li> </ol>	<ol style="list-style-type: none"> <li>1.Where is Scotland in relation to other countries and the equator?</li> <li>2.What are the physical features of Scotland?</li> <li>3.What is life like on the remote Scottish island of Coll? (Twinkl Saved in file) (Youtube Isle of Coll video clip)</li> <li>4.What are the similarities and differences to life in Barnsley and the Island of Coll?</li> </ol>	<ol style="list-style-type: none"> <li>1.How are rivers formed and how do rivers change as they journey from source to mouth? (<b>Fieldwork activity</b>)</li> <li>2.How are rivers used? (Past and present)</li> <li>3.What is flooding and how can this impact a community?</li> <li>4.What are the causes of river pollution and what effect does it have on our environment?</li> </ol>
National Curriculum	<p><b>Human and Physical geography</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human and Physical geography</b> Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Locational knowledge</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

Overview	In this unit we will learn about where land is farmed in the UK and why some parts of the country are more suited to farming than others. We will learn about the differences between arable and pastoral farming and also learn about the journey of food from 'farm to fork'. We will also make links between what happens on a farm in different seasons as a result of the weather.	In this unit, you will extend your knowledge of the United Kingdom through a depth study of Scotland. By exploring a range of maps and using symbols and keys, you will learn about the physical features of Scotland including its mountain ranges and remote islands. You will then compare and contrast life in Barnsley to life on the Scottish island of Coll, making links to its physical features and location. You will also learn to use four figure grid references to find and describe the location of cities and points of interest.	In this unit you will learn about rivers - how they are formed, how they change as they journey from source to mouth and how they are used. You will also learn about flooding and the impact it can have on a community, as well as the impact we can have on rivers in our local area.
Vocab	Arable, crops, pastoral, climate zones, temperate seasonality, sustainable processed	Climate, Human, Features, Physical, Features Continents, Rural, Urban, Scotland, Continent, Country, Equator, Landscape, Highlands, Islands, Central Lowland, Southern Uplands, Edinburgh, Glasgow, Loch, Barnsley, Isle of Coll	Meander, pollution, precipitation, evaporation, condensation. Country. City, UK, River, Source, Mouth, Meander, Upper course, Middle course, Lower course, Sea, Population, Peak, Flooding, Environment

Year 4 Geography			
Unit	Europe - Italy Focus How does Italy and the UK compare?	Mountains The Alps Mountains- what are they?	Water World How does water get to my home?  Why turn off the tap?
Term	Autumn 1	Autumn 2	Summer 2
Thread	My Place in the world. 	Sustainability and Interconnectivity 	Sustainability and Interconnectivity 
Geographical Enquires	1.What countries make up Europe and what are their capital cities? 2.What is the physical geography of Italy and how does this compare to the UK? 3.What are the famous cities and landmarks of Italy? 4.How does life compare in Italy and the UK?	1.What the are highest peaks in each continent? (Part Twinkl) 2.How are mountains formed? (All Twinkl) 3.What is the climate of a mountain? 4.Where are the Alps and what is it like there? 5. What does a sustainable tourist attraction look like? (Science link)	1.Where is water found on our planet? 2.Why is the water cycle an important process for our planet? 3.Why do we need water and how do we use it? 4.How does water access in the UK and Kenya differ? 5.How does water contribute to a sustainable future?
National Curriculum	<b>Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country  <b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  <b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>Human and physical geography</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied 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
Overview	In this unit, you will learn about the continent of Europe. Using maps and atlases, you will explore this vast and varied continent to learn about its countries and capital cities. Our focus will then shift to Italy where we will learn about its physical and human	In this unit, you will learn about the features of a mountain and how they are formed. You will learn what a mountain climate is. You will develop your locational knowledge by learning where mountains are found in the UK and around the world. You will	In this unit, you will learn about different water bodies and the differences between them. You will find out about the water cycle and why it is an important process for our planet. You will learn how water access around the world can differ and the

	features. We will look at famous Italian cities and landmarks as well as learning about what it is like to live in different regions of Italy.	develop your map reading skills by understanding what contour lines tell us. You will consider why so many tourists visit The Alps and what impact this has.	impact this has on people's lives. You will visit a water treatment facility and learn how it comes into your home. You will focus on sustainability and how water needs to be conserved as well as how it can be used for power to contribute towards a sustainable future.
Vocab	Europe, 5 regions, Italy, Mediterranean mountain ranges, River Po (Italy), River Thames (UK), Landmarks, Culture	Plateau, summit, valley, face, snowline, ranges, summits, tectonic planes, fold, mountains, earths, crust, magma, Alps, Europe, Mount Blanc, tourism, sustainability	River, lake, ocean, sea, resevoir, bay, gulf straits, Glaciers, fjords, hydrological cycle, Precipitation, Infiltration, Evaporation, Transpiration, Condensation, Transportation, hydropower, sustainabilty

Year 5 Geography			
Unit	The Amazon What is it like to live in The Amazon?	Trade around the world Could Britain, as an island nation, survive without world trade?	Volcanoes and Earthquakes How do volcanoes and earthquakes effect the lives of people around the world?
Term	Autumn 1	Autumn 2	Summer 1
Thread	Sustainability and Interconnectivity 	Sustainability and Interconnectivity 	Interconnectivity 
Geographical Enquires	<ol style="list-style-type: none"> <li>1.What are the physical features of South America?</li> <li>2.What is the Amazon Rainforest like?</li> <li>3.Who has settled in the rainforest? How does their life compare with mine?</li> <li>4.Why is the Amazon rainforest under threat and how can we protect it?</li> </ol>	<ol style="list-style-type: none"> <li>1.What do we trade and who do we trade with?</li> <li>2.What are the trade links between El Salvador and the UK?</li> <li>3.What is fair trade and why is it important?</li> <li>4.What is the impact of the global supply chain?</li> </ol>	<ol style="list-style-type: none"> <li>1.What is under our feet?</li> <li>2.What happens when an earthquake strikes?</li> <li>3.What is life like for those that live in Earthquake zones?</li> <li>4.What happens when a volcano erupts?</li> <li>5.Where are they found around the world?</li> <li>6.What is life like for those that live in volcanic areas?</li> </ol>
National Curriculum	<p><b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom: a region in a European country, and a region within North or South America</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Locational Knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p><b>Human geography</b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,</p>	<p><b>Human and physical geography</b> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

	Prime/Greenwich Meridian and time zones (including day and night)		
Overview	In this unit you begin by locating the continent of South America, discussing its physical and human characteristics. You will then move on to learn all about the Amazon - its location, its climate, what lives there and the challenges it faces. You will consider the vast biodiversity of the Amazon rainforest and make links to your understanding about people and settlements by studying the Yanomami tribe. Once you understand the threats to the Amazon, you will learn about ways in which humans can protect it with more sustainable approaches.	In this unit you will extend your locational and place knowledge by looking at trade links across the world. You will understand the link between a place's natural resources and its imports and exports. You will find out about the UK's supply chains with South America, including for chocolate and cotton. You will learn about fair trade and think about global inequality and how different approaches to trade can support goals of sustainability and equality.	This unit concentrates on the study of volcanoes and earthquakes. It combines the physical geography of the Earth's crust with the human geography of living in an area prone to natural disasters and coping with the impact. You will learn what happens when a volcano erupts and about life in volcanic areas. Next you will learn how an earthquake is caused and how it is measured. You will compare the impact of two different earthquakes in different regions of the world- New Zealand and Haiti.
Vocab	Emergent, tropics, biomes, deforestation, canopy latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, South America, Andes Mountains, Amazon river, Tropical climate zone, temperate, Mediterranean, Rainforest, Vegetation, Biome, indigenous, settlements, sustainability, Yanomami tribe	UK, Exports, Imports, El Salvador, Climate, landscape, Fairtrade, global supply change, National trade	tectonic plates, magma, active, dormant, extinct, tropics, equator.  Crust, mantle, outer core, inner core, iron, nickel, Earth's core, layers, eruption, molten rock, dormant, extinct, crater, active, magma, ash, gas, smoke, vent, explode, pyroclastic flow, richter scale, ring of fire, -Composite Volcanoes, Cinder Cones, Shield Volcanoes

Year 6 Geography

Unit	Climate Change and Sustainability How is our world changing and how can we protect it?	Building Futures - Enterprise Mapping the World What can maps tell us about the world?
Term	Spring 1	Summer 1
Thread	Sustainability and Interconnectivity 	Interconnectivity 
Geographical Enquires	1.What are the World's climate zones and biomes? 2.What is climate change? What is causing climate change? 3.What part can each of us play in protecting humanity's home?	1.What information can an atlas give me? 2.What do symbols show on an OS map? 3.How can I use the 8-point compass for directions? 4.How can I use grid references to locate places on a map? 5. What does the journey around my village look like? <b>(Fieldwork activity)</b> 6. TBC <b>(Fieldwork activity)</b>
National Curriculum	<b>Locational knowledge</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Human and physical geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>Human geography</b> Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>Locational knowledge</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Human and Physical Geography</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied 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
Overview	In this unit, you will learn all about life in the Arctic and Antarctic. You will be able to locate both the Arctic and Antarctic on a globe and atlas. You will learn how polar bears and penguins have adapted to living in these harsh conditions and you will explore how people live in these regions. You will investigate the impact of climate change. You will also learn about the ways in which you can live more sustainably using alternative energies to support the future.	In this unit you will explore a range of maps available to geographers and develop your understanding of the key features of maps. You will study a range of maps and atlases, including digital maps, and compare your features. You will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, you will learn about the way that places have changed over time.
Vocab	Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, biomes, Climate zones, Climate change, sustainably	Atlas, index, co-ordinates, latitude, longitude, Ordnance Survey, reference, easting, Northing, Silva compass, quantitative and qualitative data

