

Geography Skills and Knowledge Progression

Humanities

At Twickenham Primary Academy, we deliver humanities subject skills and understanding under a lead topic whilst being discrete lessons in terms of Historical/ Geographical skills and knowledge. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. This time provides further opportunities to learn about people and cultures, including modern Britain, male and female pioneers and those from a range of backgrounds to fully reflect modern British society. Our topics are carefully balanced and planned to be age appropriate across the years. The breadth of possibilities and opportunities for learning reaches further than the two 'labels' of History and Geography. Teaching and learning in English, Science, Art and Design and Technology are often inspired and stem from the humanities topics. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments.

Geography Curriculum Statement of Intent

Our Geography curriculum strives to provide our children with the opportunities to become respectful and local experts and positive global citizens in a multi-cultural country, deepening their interest, curiosity and develop a knowledge and understanding of the physical and human processes which shape places.

We believe it is important to provide 'Living Geography' concerned with children's lives, starting with their immediate environment and looking at the futures of their locality and then world. Through our curriculum we intend children to develop a sense of their world at the local, national and global scales understanding the interconnections between how people and the environment interact. Fieldwork is an essential part of this. We will take full advantage of our changing local area.

Children will be taught both geographical knowledge and skills in discrete geography lessons. We aim for our children to have an understanding of the wider world, generate and answer questions, locate places, identify similarities and differences, carry out field work and be able to explain processes and human impact using geographical vocabulary. To enable children to work geographically in a range of contexts, using a variety of material and equipment. Geography encourages pupils to understand how other people from different countries and cultures live, which promotes our school values of inspiring, challenging, nurturing and empowering.

Our Geography curriculum has been designed to cover the knowledge, skills and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.' To ensure that pupils develop a secure knowledge that they can build on, our geography curriculum is organised into a progression model that outlines the knowledge and skills to be taught in a sequentially coherent way which builds on and makes connections with prior knowledge and learning. Locational Knowledge; Place knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are all mapped out to ensure that pupils build on secure prior knowledge. This is outlined in our planning document. This enables children to know more, remember more, achieve more.

Implementation

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. During lessons children are exposed to geography specific vocabulary and taught these through repetition and meaningful use. Previous vocabulary is recapped and reinforced. Key vocabulary is in all planning documents and shared and used via knowledge organisers at the start of each unit of study.

Children have access to a variety of resources in the school to deepen learning and to help them understand key knowledge, concepts and geographical skills. Well planned starter questions are used to review learning and check that children know more and remember more. Geography assessment is ongoing throughout every geography lesson to inform teachers with their planning for lesson activities and differentiation. We are developing assessment of children’s key geographical skills and knowledge.

Impact

Children have the knowledge and skills to work like geographers. They make sustained progress across the subject and can apply their knowledge and skills when experiencing fieldwork. Children have a sense of place with locational knowledge of the world, its environment and how human and physical factors lead to changes over time. Geography is assessed against National Curriculum objectives through teacher judgement and monitored by the subject leader through learning walks, monitoring opportunities. Feedback from leaders, progression grids and pupil voice supports teachers in making accurate judgements of what the children know. Pupil voice is used to enable leaders to assess the impact of the geography curriculum and whether children know and remember more. Pupil work demonstrates that geography is taught at an age-appropriate standard across each year, which is ambitious for all children with added challenge to enable greater depth.

At TPA we aim to develop an interest and understanding of the children’s local geography, the wider world and the people that inhabit it that goes beyond their geography lessons. Children will use geography to understand the context of events, people and places throughout their lives. We intend to improve children’s geographical vocabulary, map skills, and geographical knowledge by providing interesting, purposeful lessons that provide opportunity for consolidation, challenge and variety to ensure interest and progress in the subject.

**The plan shows which skills will be taught to the different year groups across the year in Geography.
Knowledge organisers for each year group and geography topic are linked to this map. Children have 3 Geography units per year.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Location Location</p> <ul style="list-style-type: none"> -Name and locate different parts of the local community -Use the local area for exploring both the built and the natural Environment -Express their opinions on natural and built environments 	<p>All about me</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps -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 	<p>My place in Space</p>	<p>In the Garden</p> <ul style="list-style-type: none"> - Know how to identify seasonal and daily weather patterns within the local area - Observe the way the local environment changes through the seasons - Describe ways to look after the immediate environment and living things - Describe how the weather, plants and animals of one place is different to another 	<p>Once upon a time</p>	<p>Animalia</p> <ul style="list-style-type: none"> -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
EYFS outcomes	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - 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 <p>The Natural World:</p>					

	<ul style="list-style-type: none"> - 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 					
Year 1	<p>Location Location</p> <p>To investigate and identify a variety of maps and map symbols</p> <ul style="list-style-type: none"> -To study the locality of the school and its surrounding areas -To use simple observational skills to study the geography of the school and its grounds - To know and use the 4 main compass directions (North, South, East and West) -To use aerial photographs and plan perspectives to recognise physical features 	<p>Where is my home?</p> <ul style="list-style-type: none"> -To compare different homes around the world -To learn what a city is and identify some major capital cities around the world -To explore the features of a city, town and farm -To out how life is different on a farm and in a town 	<p>History unit- Come and play</p>	<p>History unit- Come and play Plus 'Rain, rain, go away' local weather field work (part of science unit)</p> <ul style="list-style-type: none"> To find out what the weather is in your school grounds (or local area). To use different weather instruments to record information about the weather. To look at how weather varies at different times (e.g. daily, weekly, seasonally) and in different places. 	<p>Continents and Oceans</p> <ul style="list-style-type: none"> Earth view: using globes and satellite images Mapping the world: locating the 7 continents The world's five oceans Mountains and rivers Earth and the seasons Our wonderful world and its landmarks The UK's place in the world 	<p>History unit- Mary Secole and Florence Nightingale</p>
Year 2	<p>Location Location - Why is Twickenham special? What is it like to live in London?</p> <ul style="list-style-type: none"> -To find out where we live and how we are all connected -To find the local area on a map and talk about how to get to school -To discuss how we feel about our local area and surrounding towns - To identify physical and human features of Twickenham and London - To know why people might choose to live in London - 	<p>What is it like to live in Tanzania?</p> <ul style="list-style-type: none"> The location of Africa and UK connections Tanzania's location, landscapes and human features Key physical features of Dar es Salaam in Tanzania Key human features of Dar es Salaam in Tanzania 	<p>Explorers or Invaders?</p>	<p>World of Contrasts - hot or cold?</p> <ul style="list-style-type: none"> To find out what a rainforest is and where they are located on a world map -To explore the layers of vegetation in a rainforest -To find out what deserts are and where in the world they are located -To investigate the weather and climate of deserts -To explore and locate the Arctic Circle -To investigate the climate in the Arctic -To understand the difference between hot and cold deserts -To compare an Arctic town to London -To know what the equator is and how it influences the climate of the continents 	<p>Summer 1 and 2 - Great Fire of London</p>	

		The countryside around Dar es Salaam in Tanzania				
		The seaside around Dar es Salaam in Tanzania				
KS1 Outcomes	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> - 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 - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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 - 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 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple 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. 					
Year 3	<p>Location Location - How is Twickenham Changing?</p> <ul style="list-style-type: none"> -To locate the UK on a world map -To use a map to locate a region, county and town -To use the eight points of a compass to navigate around a map -To know the difference between human and physical geographical features -To identify human and physical features in the local area -To comment on how the land in the local area is used -To give examples of services common to most towns -To identify services in their local area 	<p>History unit</p>	<p>Modern Europe - what are it's spaces and places like?</p> <ul style="list-style-type: none"> -To be able to locate Europe on a world map and find out about its features -To be able to identify and locate countries in Europe -To be able to identify European countries according to their features -To be able to identify the major capital cities of Europe -To be able to compare two European capital cities -To find out about the human and physical features of a European country 	<p>History unit</p>	<p>History unit</p>	<p>Chocolate - how important is fair trade?</p> <ul style="list-style-type: none"> -To find out where in the world cocoa trees grow, and why they grow there. -To explore what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product. -To compare and contrast the life of a South American farmer with that of a British farmer. <ul style="list-style-type: none"> - To compare the climate and physical geography of the UK with South America. Why doesn't cocoa

	-To present findings in an appropriate way -To describe and evaluate what the local area is like					grow in Twickenham?
Year 4	<p>Location Location - Why do people live in Twickenham and what needs to change?</p> <ul style="list-style-type: none"> -To name some of the landmarks in Richmond - To know how transport has changed over time - To know how land use has changed - To know how jobs have changed - To identify the changes in human and physical features 	<p>Spain - what is it like to live in Spain?</p> <ul style="list-style-type: none"> -To use atlases, maps and globes to locate Spain geographical features and surrounding countries -To understand the effects of climate and landscape -To understand why certain foods grown in Spain and how its culture is influenced by the climate. - To compare London and Madrid in terms of climate and physical geography linked to land use and tourism -To understand why people visit Spain linked to climate. Why do people go on holiday to Spain? 	Romans History	<p>Why is the River Thames important?</p> <ul style="list-style-type: none"> -To understand and explain the water cycle -To identify what makes a river including the key terms: mouth, bank, confluence, channel, downstream, estuary, riverbed, saltwater, freshwater, tidal (tidal river), downstream, upstream -To locate the Thames and the Amazon on a world map. -To understand why rivers are important, in particular the River Thames What makes the River Thames important? <ul style="list-style-type: none"> - To undertake a fieldwork study of the River Thames. - Compare the River Thames to The Amazon. 	Anglo Saxons and Vikings (History unit)	
Year 5	<p>Location Location - how can we make Twickenham more sustainable?</p> <ul style="list-style-type: none"> -To find out about the location and countries in the UK -To be able to identify and describe key geographical features of the UK -To identify and locate the counties of the UK -To locate and identify towns and cities in the UK -To understand the difference between a village, a town and a city -To use maps, atlases, globes and digital/ computer mapping to 	History unit- It's all Greek to me (Autumn 2 and Spring 1)	Spring 2 - Tudors local history study	Extreme Earth - Volcanoes and Mountains	<p>Extreme Earth - how do earthquakes shape the earth?</p> <ul style="list-style-type: none"> -To locate tectonic plates on a map -To know what causes earthquakes use maps to identify areas that are prone to earthquakes -To locate where earthquakes have happened -To find out about tsunamis and how they are caused -To describe the effects of a tsunami -To identify areas of high risk for tsunamis on a world map 	

	<p>locate counties and cities in the UK</p> <p>-To use geographical terminology to describe the location and characteristics of places</p>				<p>-To know how volcanoes are formed</p> <p>-To understand why volcanoes erupt</p> <p>-To locate volcanoes around the world</p> <p>-To discuss what you notice about the location of volcanoes and earthquakes and the edges of tectonic plates</p> <p>What links volcanoes, tsunamis and earthquakes? Is there ever a positive effect of these natural 'disasters'?</p> <p>-consider new land</p> <p>- fertile soil (Italian tomatoes grow on volcanic soil)</p> <p>- unique wildlife (Galapagos)</p>
Year 6	<p>Location Location - why was Twickenam bombed during WW2?</p> <ul style="list-style-type: none"> - Where were bombs dropped in WW2. UK and Europe (ensure wider picture is known) - Why were bombs dropped in these locations? What was the intended impact? - How has this affected these areas? 	<p>History unit- WW2 local study</p>	<p>Bizarre Biomes (2 terms)</p> <ul style="list-style-type: none"> -To explore the world's many different biomes -To understand that biomes are large ecosystems -To explore how biomes have distinct climatic conditions, flora and fauna -To know the location of different biomes -To examine which biomes occur at different latitudes -To explore which continents are most diverse in terms of biomes -To understand the different factors that affect an ecosystem, including rainfall, temperature and sunlight -To know how human activity affects an ecosystem -To understand how biomes are threatened by climate change -To examine how biomes are threatened by human activity -To predict what the future might hold for Earth's biomes -To explore different ways that biomes are being protected and preserved -To review the local, national and international solutions that are most successful to biomes preservation and protection -To examine how more sophisticated understanding of land use is promoting conservation <p>Key focus on The Amazon</p> <p>Why isn't there a rainforest in Twickenham?</p>	<p>The Maya</p>	
KS2 Outcomes	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p>				

	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Geography progression of knowledge, skills and concepts

<p>EYFS Framework Communication and Language Understanding the World ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p> <p>ELG: The Natural World</p> <p>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.</p>	<p>KS1</p> <p>Subject content</p> <p>KS1 Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> ● the world ● the United Kingdom ● their locality <p>They should –</p> <ul style="list-style-type: none"> ● understand basic subject-specific vocabulary relating to human and physical geography ● begin to use geographical skills, including first-hand observation, to enhance their local awareness 	<p>KS2</p> <p>Subject content</p> <p>KS2 Pupils should –</p> <ul style="list-style-type: none"> ● 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 of a range of the world's most significant human and physical features <p>They should –</p> <ul style="list-style-type: none"> ● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
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National Curriculum Geography Strands; Colour Coded Cross Referencing Key

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<p>Each aspect (key knowledge and skill) of our Geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.</p>			

Overview	EYFS	KS1 (Years 1 and 2)	KS2 (Years 3 - 6)
Locational Knowledge:	<ul style="list-style-type: none"> Can observe, find out about and identify features in the place they live and in the natural world Can talk about those features liked and disliked Can I use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat' to make distinctions in their observations 	<ul style="list-style-type: none"> Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Can name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land -use patterns; and understand how some of these aspects have changed over time Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge:	<ul style="list-style-type: none"> Can observe and identify features in the place they live and the natural world Can talk about features Can find out about the environment by talking to people, examining photographs and simple maps and visiting local places Can use words that help to express opinions, e.g. 'busy', 'quiet' and 'pollution' 	<ul style="list-style-type: none"> Understands 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 	<ul style="list-style-type: none"> Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography:	<ul style="list-style-type: none"> Can discuss patterns around them, e.g. rubbings from grates, covers, or bricks, shapes and signs including traffic signs Can identify seasonal patterns – focusing on plants and animals. Can explore their local environment and talk about the changes that are seen Can talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world 	<ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, village, factory, farm, house, office, port, and shop 	<ul style="list-style-type: none"> Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands 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
Geographical Skills & Field work	<ul style="list-style-type: none"> Can observe and identify features in the place they live and the natural world Can comment on what they see and link to their own environment both rural and urban Can examine change over time Can pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" 	<p>Children will be able to –</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps Undertake simple fieldwork within school Locality 	<ul style="list-style-type: none"> Can use: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Unit sequencing is supported by the Geographical Association’s Model Curriculum. Lesson details can be found here:

<https://www.thenational.academy/teachers/curriculum/geography-primary/units>

Year Group and Theme	Intent Knowledge	National Curriculum Objectives	Key knowledge	Substantive Concepts	Disciplinary Concepts	Key Vocabulary.
Year 1 Autumn Location Location	<p>This unit investigates and a variety of maps and map symbols To study the locality of the school and its surrounding areas. Children will learn that not all schools look like TPA. To use simple observational skills to study the geography of the school and its grounds To know and use the 4 main compass directions (North, South, East and West) To use aerial photographs to recognise physical features</p> <p>Lessons:</p> <p>Our school</p> <p>Our school from above</p> <p>Our school in ten photos</p>	<p>To 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>To 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>To study our local area (Twickenham).</p> <ul style="list-style-type: none"> - To study the school grounds. - To name the different map symbols. - To describe locations in our school - To understand what an aerial photograph is. - To understand the physical feature of our school and local area. - To know about seasonal changes and record these using sketches and photographs. 	<p>Location knowledge: To be able to locate geographical regions in the UK.</p> <p>Geographical Skills – Use aerial photographs.</p> <p>Fieldwork skills - create maps and plans from observations.</p>	<p>Map skills and symbols – locate local area on a map.</p>	<p>Location, map, symbol, map key, town, floor plan, grounds, physical geography, human geography, route, compass, compass points, aerial view</p>

	Jobs in our school Describing locations Fieldwork: Autumn in the school grounds					
Year 1 Autumn 2 Where is my home?	In this unit children will compare different homes around the world. In addition children will explore the features of a city, town and a farm and be able to explain how life is different on a farm and in a town. Our homes Our local area The street outside our school Buildings and features near our school A survey of how we get to school	To 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 To identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To identify the similarities and differences of homes around the world. - To compare different types of homes around the world. - To learn what the term city means and identify capital cities around the world. - To explore the features of a city, town and farm. To explore how life is different on a farm and in a town.	Human and Physical Geography – Find out about key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	To discuss the features of homes in different areas around the world. To make comparisons.	Past, present, human geography, city, farm, town, capital.

	<p>Mapping our journey to school</p> <p>Comparing homes across the world - why do homes look different?</p>					
<p>Year 1</p> <p>Spring 1 and 2 - link with Science Seasons</p> <p>What is the weather like and how do we record it? Some of this unit is taught during science lessons. In geography children will focus on measuring the weather.</p>	<p>Fieldwork unit -children become weather researchers and reporters to give the TPA weather report to other classes.</p> <p>Some learning in this unit is done in science.</p> <p>Weather</p> <p>Measuring the weather</p> <p>Seasons</p> <p>Weather and the seasons: spring</p> <p>Weather and the seasons: summer</p> <p>Weather and the seasons: autumn</p> <p>Weather and the seasons: winter</p>	<p>To find out what the weather is in your school grounds (or local area).</p> <p>To use different weather instruments to record information about the weather.</p> <p>To look at how weather varies at different times (e.g. daily, weekly, seasonally) and in different places.</p>	<p>To know that weather in the UK depends on seasons.</p> <p>To know different ways of measuring the weather.</p> <p>To collect data about the weather and present this verbally and pictorially.</p>	<p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom and the North and South Poles. And use basic geographical vocabulary to refer to ... season and weather</p>	<p>Use geographical language to describe local weather.</p>	<p>climate</p> <p>season</p> <p>weather</p> <p>temperature</p> <p>wind speed</p> <p>precipitation</p> <p>cloud types - cirrus, cumulus, cumulonimbus, stratus</p> <p>As well as all the other weather words!</p>

<p>Year 1</p> <p>Summer 1</p> <p>Continents and Oceans - what can we find out about the world</p> <p>Link with the animals on each continent as needed (old unit - extraordinary animals)</p>	<p>Earth view: using globes and satellite images</p> <p>Mapping the world: locating the continents</p> <p>The world's five oceans</p> <p>Mountains and rivers</p> <p>Earth and the seasons</p> <p>Our wonderful world and its landmarks</p> <p>The UK's place in the world</p>	<p>To name and locate the world's seven continents and five oceans</p> <p>To 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>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>To identify different continents and localities around the world.</p> <ul style="list-style-type: none"> - To name the 7 continents. - To identify and compare places. - To use world maps and globes. - To know the UK's place in the world. 	<p>Human and Physical Geography</p> <p>– To know and learn about daily weather patterns and the location of hot and cold areas around the world.</p> <p>Location Knowledge – name and locate world's seven continents.</p> <p>Compare the hot climate with the climate in Twickenham studied last term.</p>	<p>Use geographical language to describe geographical concepts; weather patterns.</p>	<p>Globe, continents, physical features, environment, seasons, weather, map, forest, savannah, river, woodland, mountain, grassland, vegetation.</p>
<p>Year 2</p> <p>Autumn 1</p> <p>What is it like to live in London?</p>	<p>In this unit children will find out more about our capital city - London and what it is like to live there. They will complete a fieldwork walk and sketch to the Southbank.</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Key knowledge: To understand and study our local area.</p> <ul style="list-style-type: none"> - To know where we live. - To have an understanding of the town we live. 	<p>Locational Knowledge - name, locate and identify characteristics of capital cities of the United Kingdom.</p> <p>Fieldwork skills - create a sketch of</p>	<p>To be able to identify and locate London on a map.</p> <p>To recognize and explain what is meant by a capital city and use this information to</p>	<p>Town, map, amenities, landmark, human features, physical features, landscape, architecture.</p>

	<p>Locating London and Twickenham in London</p> <p>London as a capital city</p> <p>London travel and transport</p> <p>London parks and wildlife</p> <p>The River Thames</p> <p>Planning a day out in London</p> <p>Fieldwork: our locality a sketch map of the Thames and planning a journey to London.</p>	<p>To describe the location of features and routes on a map</p> <p>To 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>To use world maps, atlases and globes</p>	<ul style="list-style-type: none"> - To talk about our favourite things in our local area. - To find a local area on a map 	<p>the London skyline and talk about the human geography.</p> <p>Location Location – To be able to locate geographical regions in the UK.</p> <p>Geographical Skills and Framework – to use a map to find areas; our local area on a map.</p>	<p>explain why London is referred to as a Capital City.</p>	
<p>Year 2</p> <p>Autumn 2</p> <p>What is it like to live in Tanzania?</p>	<p>In this unit children learn about life in a contrasting location to Twickenham and London</p> <p>The location of Africa and UK connections</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom to compare this with a contrasting non UK location.</p>	<p>Key knowledge - to identify Africa and the UK on a world map.</p> <p>-to identify the human and physical features of Tanzania.</p> <p>- To identify the features of Dar Es</p>	<p>Locational Knowledge - name, locate and identify Tanzania and Africa on a map.</p> <p>Geographical skills - map work</p>	<p>To be able to identify and locate Tanzania and Dar es Salaam on a map.</p> <p>To recognize and explain what is meant by a capital city and use this information to explain why Dar es</p>	

	<p>Tanzania's location, landscapes and human features</p> <p>Key physical features of Dar es Salaam in Tanzania</p> <p>Key human features of Dar es Salaam in Tanzania</p> <p>The countryside around Dar es Salaam in Tanzania</p> <p>The seaside around Dar es Salaam in Tanzania</p> <p>Compare Dar es Salaam with London</p>	<p>To describe the location of features and routes on a map</p>	<p>Salaam (human and physical)</p> <p>-To use geographical skills to compare Dar es Salaam and London and understand why people would choose to live in a city.</p>		<p>Salaam is referred to as a Capital City.</p> <p>To identify human and physical features of a non-UK location.</p>	
<p>Year 2</p> <p>Spring 2</p> <p>A World of Contrast - hot and cold climate comparison</p>	<p>In this unit children will find out what a rainforest is and where they are located on a world map and explore the layers of vegetation in a rainforest. The unit will explain what deserts are and where in the world they are located. investigate the weather and climate of deserts will be</p>	<p>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<ul style="list-style-type: none"> - To be able to answer the question: what are rainforests and what and where the equator lies. - To know the different layers of vegetation (4 layers). - To know and understand what the 	<p>Human and Physical Geography</p> <p>– Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Compare life in Twickenham with a small area in a non-UK location</p>	<p>To know that desert does not always mean a hot place.</p>	<p>Habitat, rainforest, continent, country, equator, emergent layer, understory, canopy, forest floor, desert, climate, Arctic, Arctic circle, contrast, same, different, north, south, hemisphere</p>

	<p>explored as well as locating the Arctic Circle and its climate. Children will then be able to understand the difference between hot and cold deserts and compare Arctic town to London.</p> <p>Understand what it is like to live in a hot or cold place.</p>		<p>weather and climate is in different deserts around the world.</p> <ul style="list-style-type: none">- To understand where the Arctic circle is and the countries and climate of countries around the artic circle.	<p>(polar research station).</p>		
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<p>Year 3</p> <p>Autumn 1</p> <p>Location Location - How is Twickenham changing?</p>	<p>Our changing place</p> <p>Measuring settlement change</p> <p>Recording local views</p> <p>Evidence from fieldwork</p> <p>Mapping changes</p> <p>Measuring change in a day</p> <p>Children will focus on how Twickenham has changed and how we can measure this change using maps and</p>	<p>To be able to 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>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> - To understand where the UK and our local area is on a map. - To navigate a map using compass directions. - To know what the land in ur local area is used for. - To know what is in our local area including shops, houses, buildings and roads. 	<p>Locational knowledge: name and locate countries and cities in the UK.</p> <p>Geographical Skills and fieldwork: to be able to use simple compass directions.</p> <p>To be able to use maps to show change in an area by comparing maps from different times.</p>	<p>To use sources to locate countries and cities in the UK (maps, compass points).</p> <p>To know and understand direction using the eight compass points.</p>	<p>Town, compass points, navigate, urban, rural, human features, physical features, landscape, services.</p>
<p>Year 3</p> <p>Spring 1</p> <p>Modern Europe - how diverse are its</p>	<p>Children will be able to locate Europe on a world map and find out about its features. They will be able to identify and locate countries in</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<ul style="list-style-type: none"> - Where is Europe? - What are the physical and human features of Europe? 	<p>Locational knowledge: Name and locate countries in the United Kingdom.</p> <p>Place knowledge:</p>	<p>Interpretation of physical features such as rivers, mountains, coasts and rivers.</p>	<p>World, continent, Europe, country, ocean, sea, capital city, human features, physical features, language, population,</p>

<p>landscapes and places?</p>	<p>Europe and identify European countries according to their features. Children will then be able to identify the major capital cities of Europe and compare two European capital cities and find out about the human and physical features of a European country.</p> <p>Using maps to locate the countries of Europe</p> <p>Weather and climate in Europe</p> <p>Major cities in Europe</p> <p>Physical features of countries in Europe</p> <p>Human features of countries in Europe</p> <p>Tourism in Europe</p>	<p>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>To 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>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> - Which countries make up Europe? Including features and capital. - Similarities and differences between European Capitals. 	<p>Understand geographical similarities and difference of countries in and around Europe.</p> <p>Geographical Skills and fieldwork: use maps to locate countries and describe features studied</p>	<p>The evaluation of human geography – land use patterns and how this has changed over time.</p>	<p>flag, currency, government, culture.</p>
<p>Year 3 Summer 1</p>	<p>Understand the where chocolate came from (mapping its journey from bean to bar), how European explorers</p>	<p>Geography Skills use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<ul style="list-style-type: none"> - To know where chocolate grows and why it grows there - 	<p>Locate places using a range of maps including OS & digital</p>	<p>Use maps to plan routes (linked to Y2 learning).</p> <p>The reasons for trade and settlement.</p>	<p>Sustainable, fair trade, industry, natural, location, settlement, chocolatier, plantation, tropical,</p>

<p>What's so good about fair trade chocolate?</p>	<p>imported products from Central America and how chocolate can be produced sustainably in the modern world including an understanding of fair trade.</p> <p>Chocolate comes from a fruit tree; it's made from a seed.</p> <p>Christopher Columbus brought it back to Spain along with other exotic foods.</p> <p>Most of the world's cocoa is grown in a narrow belt 10 degrees either side of the Equator because cocoa trees grow well in humid tropical climates with regular rains and a short dry season.</p> <p>Cocoa beans were so valuable to the Mesoamericans that they were used as currency.</p> <p>Prior knowledge:</p>	<p>describe features studied</p> <p>Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Locational Knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</p>	<p>linked to climate.</p> <ul style="list-style-type: none"> - To know the journey of a cocoa bean from the rainforest to a factory. - To compare the life of a cocoa farmer in different contexts. - To know about the importance of fair trade items, - Understand why the cocoa beans were important to trade and influenced human features of where they are grown <p><u>Key Questions:</u></p> <p>How and when were cocoa beans first used? How has the production of chocolate developed over time? Where does cocoa come from? What is the journey from bean to bar?</p>	<p>Follow a route on a map with some accuracy</p> <p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p>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>human geography, including: types of settlement and</p>		<p>bean, cocoa, export, continent, equator, farmer</p>
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	<p>Rainforests are found in hot parts of the world close to the equator. Know who Christopher Columbus was Plants are living things Plants need water, sunshine and food to grow.</p> <p>There are different kinds of chocolate. All links back to Y2 learning.</p>	<p>their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>What is life like in a typical cocoa-growing village? What is life like for a cocoa farmer? What is so good about Fairtrade?</p>	<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
<p>Year 4</p> <p>Autumn 1</p> <p>Location Location - our local area: what needs changing? Why do people live in Twickenham?</p>	<p>We will think about the local area of Twickenham and what could be improved.</p> <p>Settlement features</p> <p>Villages, towns and cities in the UK Location and growth of settlements</p> <p>Change in our local area Our local town</p> <p>Designing a new settlement</p> <p>Change in the locality</p>	<p>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>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including</p>	<ul style="list-style-type: none"> - What is Twickenham like? What makes it a good place to live? - How could we improve Twickenham? - What are settlements and what are the different types of settlements we get? - What settlements are 	<p>Locational knowledge: Name cities in London.</p> <p>Human and physical geography: Explore changes in physical and human features.</p> <p>Fieldwork skills - measuring change and impact in the local area through surveys.</p>	<p>To locate and identify landmarks in London through pictures/maps.</p> <p>To know how jobs have changed over time and why?</p> <p>To understand what is meant by trade.</p> <p>To know and describe topographical features such as coasts, rivers, hills and mountains.</p>	<p>Architecture, compass points, city, town, human features, physical features, landscape, landmarks, land use, settlement.</p>

	<p>Risk assessment and staying safe</p> <p>Fieldwork tools and techniques</p> <p>Active fieldwork</p> <p>Presenting data</p> <p>Future changes</p>	<p>hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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>in our local area?</p> <ul style="list-style-type: none"> - What are the functions of settlements? - How have settlements and our local area changed overtime? 			
<p>Year 4</p> <p>Autumn 2</p> <p>Spain - What is it like to live in Spain?</p> <p>Reason for this choice - links to Spanish curriculum and children's DT learning.</p>	<p>In this unit, children will learn about the reasons that people visit Spain - what makes it a popular holiday destination?</p> <p>They will learn about:</p> <ul style="list-style-type: none"> - climate - culture - foods - compare the capital city of Spain with London. <p>Location and transport</p> <p>Geographical features</p> <p>Village life in Spain</p> <p>A town in Spain</p>	<p>Locational Knowledge</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>	<ul style="list-style-type: none"> - To use atlases, maps and globes to locate Spain geographical features and surrounding countries - -To understand the effects of climate and landscape - -To understand why certain foods grown in Spain and how its culture is influenced by the climate. - - To compare London and Madrid in terms of climate and physical geography linked to land use and tourism 	<p>Locational knowledge:</p> <p>Name cities in Spain. Locate Spain on a map.</p> <p>Human and physical geography:</p> <p>Identify physical and human features. Identify reasons that people are tourists to different locations. Compare Madrid with London. Why do people visit?</p>	<p>To locate and identify landmarks in Spain through pictures/maps.</p> <p>To know and describe topographical features such as coasts, rivers, hills and mountains.</p> <p>To identify why people go on holiday to Spain and what makes it a popular tourist location.</p>	<p>Architecture, city, town, human features, physical features, landscape, landmarks, land use, settlement, tourism, tourist, holiday</p>

	<p>Madrid: A popular tourist destination</p> <p>Comparing Spain with my UK region</p> <p>Prior learning: Modern Europe (Y3); Why is London our capital (Y2); Dar es Salaam study (Y2)</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>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and Physical Geography</p>	<ul style="list-style-type: none"> - -To understand why people visit Spain linked to climate. Why do people go on holiday to Spain? - 			
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		<p>: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Year 4</p> <p>Spring 2</p> <p>Mountains, rivers, and coasts (including the water cycle)</p> <p>Rivers fieldwork study linked to our location.</p>	<p>Children will learn to understand and explain the water cycle and find out about rivers and how they erode, transport and deposit materials. They will learn how to locate and name major rivers in the world on a map and understand why rivers are important, in particular the River Thames. Children will carry out a fieldwork study on the River Thames.</p>	<p>To describe and understand key aspects of physical geography focusing on the features of a river.</p>	<ul style="list-style-type: none"> - To know what the steps in the water cycle are and why the water cycle is important. - What are rivers and their features and why they are important (particularly the Thames) - To compare the Thames and the Amazon - To learn about erosion, 	<p>Human Geography and physical geography:</p> <p>Rivers and the water cycle</p>	<p>Interpretation of rivers – features and importance.</p> <p>To understand the water cycle. Through pictures and labelling diagrams.</p>	<p>Water cycle, evaporation, water vapour, condensation, precipitation, surface, run off, transpiration, absorb, atmosphere, gas, liquid, ground water, rivers, source, spring, waterfall, stream, tributary, meander, mouth, delta, estuary, ocean, sea, Lake, stream, confluence, course, current, erosion, deposition, transportation,</p>

			<p>transportation and deposition.</p> <ul style="list-style-type: none"> - To carry out a field work study on the River Thames. 			
<p>Year 5</p> <p>Autumn 1</p> <p>Location Location - how can we make Twickenham more sustainable?</p>	<p>Children will consider Twickenham and the topic of sustainability.</p> <p>Sharing resources</p> <p>Carbon footprints</p> <p>Using energy wisely</p> <p>Tackling food waste</p> <p>Biodiversity</p> <p>Making cities more sustainable</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> - To know where London and other cities are located in the UK. - To be able to name different counties. - To understand the impact of humans on their environment. - To be able to identify ways of making Twickenham more sustainable. 	<p>Locational knowledge: Name and locate countries and cities in the UK.</p> <p>Geographical skills and fieldwork: use maps, atlases, globes to locate countries and describe features studied.</p> <p>Human and physical features: Physical and human geography.</p>	<p>To understand place in relation to our local area.</p> <p>To know how to locate countries in the UK (maps), globes and digital computer mapping).</p> <p>To understand humans and their interactions with the environment.</p> <p>Sustainability – how can we improve sustainability in Twickenham</p>	<p>Continent, country, capital city, country, city, town, village, location, human features, physical features, compass points, landscape, urban, rural.</p>
<p>Year 5</p> <p>Summer 1 and 2</p> <p>Extreme Earth</p>	<p>Unit 1 - Volcanoes and mountains</p> <p>The formation of mountains</p> <p>Mountains and their features</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>	<ul style="list-style-type: none"> - What are the layers of the Earth? - To understand how the Earth's layers form mountains. 	<p>Human and physical geography: Describe and understand physical geography including earthquakes, climate zones and volcanoes.</p>	<p>Interpretation of physical processes that lead to earthquakes, volcanoes and climates.</p>	<p>Continent, ocean, equator, location, crust, mantle, core, earthquake, tectonic plates, fault lines, pressure, richter scale, seismograph, magnitude,</p>

	<p>The UK's peaks</p> <p>Volcanoes and their features</p> <p>Living near volcanoes</p> <p>The impact of eruptions: Eyjafjallajökull, Iceland</p> <p>Unit 2 - Earthquakes, how do they change the world?</p> <p>The causes of earthquakes</p> <p>What happens in an earthquake?</p> <p>Location and distribution of earthquakes</p> <p>Earthquakes and tsunamis: Honshu, Japan 2011</p> <p>The impact of earthquakes</p> <p>People and earthquakes; Turkey 2023</p>	<p>volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> - To know the peaks of the UK. - What are earthquakes and the causes of earthquakes? - Where are earthquakes located and areas prone to earthquakes. - What are tsunamis and the causes of tsunamis. - Which areas are at risk of tsunamis? - How are volcanoes formed and why do they erupt? - What are the impacts of earthquakes, tsunamis and volcanic eruptions have on peoples lives? 	<p>Understand the impact of natural disasters on both infrastructure and people.</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>To know what causes physical processes - earthquakes and volcanoes.</p> <p>Assessment of the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.</p>	<p>epicentre, vibration, tsunami, volcano, gas, crater, lava, mountain, vent, magma, molten, melt, active, erupt, dormant, extinct, ring of fire.</p>
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<p>Year 6</p> <p>Autumn 1 Location Location - How did the Blitz affect Twickenham? Why was London bombed?</p> <p>Link to WW2 history unit.</p>	<p>In this unit, children will consider the impact of the blitz on Twickenham and London</p> <ul style="list-style-type: none"> - Where were bombs dropped in WW2. UK and Europe (ensure wider picture is known) - Why were bombs dropped in these locations? What was the intended impact? - How has this affected these areas? <p>Prior learning: features of cities; locations of cities in UK and Europe; understanding of trade and settlement / population.</p>	<p>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>	<ul style="list-style-type: none"> - What are the impacts of the Blitz on human and physical environments? - Fieldwork and mapping skills. 	<p>Human and physical geography: Different types of settlements and land use.</p> <p>Why did the bombing happen where it did?</p> <p>Place knowledge: Identify European cities</p> <p>Geographical skills and fieldwork: use maps, atlases, globes to locate countries and cities and describe features studied.</p>	<p>To understand humans and their interactions with the environment.</p>	<p>Economy, economic activity, trade, import, export, settlement, function, hamlet, village, town, city, conurbation, land use.</p>
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<p>Year 6</p> <p>Spring 1 and Spring 2</p> <p>Bizzare Biomes - Why does the Amazon matter so much? (Added from 2025)</p>	<p>In this unit children will explore the world's many different biomes and understand that biomes are large ecosystems. They will learn how biomes have distinct climatic conditions, flora and fauna and know the locations of different biomes. Children will examine which biomes occur at different latitudes and explore which continents are most diverse in terms of biomes. They will understand the different factors that affect an ecosystem, including rainfall, temperature and sunlight and know how human activity affects an ecosystem. They will learn to understand how biomes are threatened by climate change and by human activity. Children will predict what the future might hold for Earth's biomes and explore</p>	<p>To 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>	<ul style="list-style-type: none"> - What and where are the Earth's biomes? - How climate impacts a biome. - What affects an ecosystem. - What is the tundra? - What is the taiga? - What are grasslands? - How are biomes being damaged? - How does climate change and human activity threaten biomes? - How are biomes being protected and preserved? 	<p>Human and physical geography: Understand and describe key aspects of physical geography; particularly biomes.</p> <p>Locational knowledge: Locate countries concentrating on environmental regions.</p>	<p>Interpreting features of an environment.</p> <p>Know what is meant by the term biomes and the features of biomes by communicating geographical – definitions.</p> <p>To understand humans and their interactions with the environment.</p>	<p>Biomes, climate, flora, fauna, ecosystems, tropical rainforest, desert, deciduous (forest), coniferous or boreal (forest), tundra, taiga, savannah, grasslands, temperate, aquatic, equator, latitude, preservation, land use, conservation, distribution, diversity.</p>
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	<p>different ways that biomes are being protected and preserved, Lastly, they will review the local, national and international solutions that are most successful to biomes preservation and protection and examine how more sophisticated understanding of land use is promoting conservation</p> <p>Key focus on The Amazon</p> <p>Tropical and temperate rainforests</p> <p>Location of the Amazon rainforest</p> <p>Features of the Amazon rainforest</p> <p>Foods from tropical rainforests</p> <p>Brazil nut production</p> <p>People of the Amazon rainforest</p>					
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	<p>Debating the future of the Amazon rainforest</p> <p>Protecting our rainforests</p> <p>Prior learning: continents; hemispheres; Y2 rainforest unit; map skills;</p>					
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EYFS:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Terrific Twickenham	My place in space	In the Garden	Once upon a time	Animalia
UTW	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Understand that some places are special to members of their community</p>	<p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Draw information from a simple map</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p>	<p><u>ELG: The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p><u>ELG: The Natural World Children</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>
Activities	Where we and our families come from.	Our local area Maps	Zooming out into looking at London, England and United Kingdom.	Looking at different places food grows.	Exploring different environmental settings	Contrasting different habitats Looking at different environments.

	Maps	River Thames and its role	Different maps – street maps, maps of Greater London and United Kingdom and World Maps. Comparing life in United Kingdom to life in different country (Bangladesh). Bee-bots for mapping.	Environmental conditions needed for food to grow.	that traditional tales take place.	Using maps and globes. Impact that people and climate change has had.
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