



## **JLPS Curriculum Overview for Geography**

### **Rationale**

Geography (literally translated as *earth-writing*) is the never-ending task of describing and making sense of the world (Geographical Association, 2020). At Joy Lane Primary School, we actively encourage our children to develop their own curiosity about the world around them in order to make sense of what they see. We recognise that our world is forever changing, and we reflect this in our geography curriculum. We foster our children's interest in both the natural and human aspects of the world, ask questions that provoke a deeper level of thinking about complex geographical ideas and encourage them to understand our interdependence with other people and places within our own country, as well as the wider world. We explore the similarities and differences between our local community and the impact we make on the wider world. Geography helps our children to appreciate the significance of people's beliefs, attitudes and values across the world, promoting tolerance, understanding and, importantly, respect for our precious planet.

Geography is, by nature, an investigative subject which develops our understanding of concepts, knowledge and skills. We seek to inspire a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We endeavour that our curriculum will promote the children's interest and understanding of their locality as well as diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our school's seaside location and spacious grounds mean that geography can really be brought to life through outdoor learning and fieldwork opportunities. We adopt an engaging and creative curriculum, exploring the treasures our local area and community offer, including investigating our local area as a bustling town, the seaside and sea safety. Our enquiry extends to develop children's knowledge of the UK and its countries, capital cities, continents, oceans, environment regions, climate zones and biomes. This geographical content knowledge is then interspersed with geographical enquiry, which enables our learners to explore regions as case studies, geographical processes, such as the water cycle, and understand the interdependent nature of human and physical geography. We develop children's visual literacy and geographical skills through their encounters with different types of maps and diagrams in addition to the broader concepts of place and scale.

Through our eco-friendly approach, Forest School activities and our vast outdoor learning space, we promote a respect for the natural environment and encourage our children to consider the world around them from a whole-school, wider curriculum perspective.

By studying our world through the processes that shape it, and the people who live in it, we aim for our pupils to become knowledgeable and skilful global citizens equipped to live responsibly in the 21st century.

### **Curriculum Intent**

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Joy Lane Primary School and also to their further education and beyond.

Our school's seaside location and spacious grounds mean that Geography can really be brought to life through outdoor learning and fieldwork opportunities. We believe that children become most engaged in the subject through the process of active, purposeful enquiry and discovery and that through this, and their own natural curiosity, we as teachers will assist them to 'think geographically'. By studying our world through the processes that shape it, and the people who live in it, we aim to develop our pupils' 'personal geographies' so that they can become knowledgeable and skilful global citizens equipped to live responsibly in the 21st century.

Our pupils learn key geographical concepts and skills, which are all placed under the following headings: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. In order to bring their learning to life, we offer exciting opportunities to learn new skills through being outdoors, practical activities and trips.

Our curriculum is structured to enable our children to connect their learning across different units, both within Geography and through the wider curriculum. At Joy Lane, we recognise that our world is forever changing and recent events have brought this to light even more. We reflect this in our geography curriculum, where the content has carefully been designed to enable flexibility to support the ongoing changes that our world experiences. Our pupils will go on a geographical journey building on the four key areas from one year to the next.

Before entering Key Stage 2, the children would have had the opportunity to become 'explorers', learning all about our nation's famous explorers, as well as exploring similarities and differences throughout the world. They have the opportunity to participate in exciting practical activities, getting to grips with what physical and human geography is available in our local area. More recently, our updated curriculum has allowed the children to put their digital map reading skills to good use and Year 2's fantastic unit on 'Beside the Seaside' enables them to do just this. At Joy Lane, we understand the importance of recognising the brilliant diversity of our country, and our curriculum reflects this. As well as enjoying our local learning opportunities, by the end of Key Stage 1, our pupils would have begun to think about our richly diverse country in units like 'Brilliant Britain.'

Moving through Key Stage 2, the children deepen their understanding and skills learnt in Key Stage 1. We encourage them to think more carefully and responsibly about the importance of our actions as humans, and the impact we are having on our precious planet. Units such as 'Our Extreme World' and 'Saving our Planet' give them the opportunities to do just this. Exciting units in Key stage 2, like 'Tourism', allow the children to get excited about the beauty of our world as well as thinking maturely about the impact of world trade and tourism. Opportunities like this are so transferrable for setting our children up in future life.

At Joy Lane, we recognise the importance of making sure our children are safe in their local area. This is reflected in our geography curriculum where our new unit about 'Water Safety' exposes the children to the unpredictability of the sea, but most importantly, how to be safe in it.

We are passionate about making sure our geography curriculum is always up to date and exciting, supporting the unpredictable changes our world continually faces.

### National Curriculum

#### Key Stage 1

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

#### Locational knowledge

- 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.

#### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

#### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- 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.

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- 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.

#### Key Stage 2

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

Pupils should be taught to:

#### 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 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).

#### 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.

#### 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

#### Geographical skills and fieldwork

- 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.

### Early Years

#### Development Matters July 2021

#### Area of Learning: Understanding the World

##### Birth to three:

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

##### 3 and 4 year olds:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary
- Plant seeds and care for growing plants.

##### Children in Reception:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside

	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>
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**Please refer to Development Matters (page 101 onwards) to see example of how to support the above.**

**Early Learning Goals:**

**The Natural World**

- 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.

**Year 1**

**Area of Learning**

<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
I can explain the clothes I would wear in hot and cold places. I can identify the UK and its countries	I can keep a weather chart and answer questions about the weather. I can say what I like and do not like about the place I live in.	I can explain some of the main things that are in hot and cold places. I can explain how the weather changes and name the seasons. I can describe the features of an island.	I can use simple fieldwork and observational skills to study my school and the surrounding area. I can use a range of geographical tools including maps, aerial photos, globes and atlases.

**Geography Units**

<p><b>Where do I live? (Outdoor Learning unit)</b> <b>I wonder if I can make a map?</b> <i>Geographical skills, place knowledge, locational knowledge</i> Children begin to explore and investigate the world around them and gain a sense of their own personal geographies. Children develop their curiosity about their place in the world and other localities that maybe important to them. Children begin to explore the weather making simple observations and draw conclusions and simple predictions based on their developing knowledge of the seasons. Children will use simple fieldwork and observational skills to study their school and their surrounding area as we explore Whitstable castle.</p>	<p><b>I wonder where live around the world? Part 1</b> <i>Locational knowledge, human and physical geography and geographical skills</i> Children investigate the lives of significant explorers including David Attenborough. As part of this unit, children will track some of the places explored by David Attenborough and will compare and contrast environments and weather of these places using their developing geographic vocabulary.</p>	<p><b>I wonder where animals live around the world? Part 2</b> <i>Locational knowledge, human and physical geography and geographical skills.</i> Developing and building on the skills already taught within the Explorers unit, children will explore different animals from around the world as a cross-curricular science / geography unit. Their geographical enquiry during this topic will enable the children to investigate different countries whilst comparing and contrasting weather in its locality, environments and habitats using world maps and globes. Children will explore the animals that learn in different continent.</p>
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**Key strands to be covered**

<p>I can keep a weather chart and answer questions about the weather. I can explain how the weather changes and name the seasons. I can explain the clothes I would wear in hot and cold places. I can describe the features of an island. I can identify the UK and its countries I can say what I like and do not like about the place I live in I can use simple fieldwork and observational skills to study my school and the surrounding area.</p>	<p>I can use simple fieldwork and observational skills to study my school and the surrounding area. I can use a range of geographical tools including maps, aerial photos, globes and atlases.</p>	<p>I can use simple fieldwork and observational skills to study my school and the surrounding area. I can use a range of geographical tools including maps, aerial photos, globes and atlases. I can explain the clothes I would wear in hot and cold places.</p>
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**Key Vocabulary**

Rain cloud sun seasons snow thunder lightening Storm day, night, dry, temperature, summer, spring, winter, autumn, cold, hot, fog.	Climate change, mountains, desert, harsh, landscape, forest, jungle, beach.	Habitats, food chain, dead, alive, living, mammals, prey, land, sea, arctic animals.
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**Year 2**

**Area of Learning**

<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
I can name the continents of the world and locate them on a map. I can name the capital cities of England, Northern Ireland, Scotland and Wales.	I can say what I do and do not like about a place that is different to the one I live in. I can describe a place outside Europe using geographical vocabulary.	I can explain how jobs may be different in other locations. I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean.	I can devise a simple map using basic symbols in a key I can use directional vocabulary; near, far, left and right to explain directions.

I can point to the equator, North and South poles on an atlas and a globe.		I can explain the facilities that a village, town and city may need and give reasons.	I know the four main directions on a compass are North, South, East and West. I can talk about what human and physical geography is.
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**Geography Units**

<p><b>I wonder where Whitstable is in the world? (Outdoor Learning unit)</b> <i>Place knowledge, human and physical geography and geographical skills</i> Children investigate Whitstable as a case study to explore what they like about the town they live in and human and physical features of the beach and coastline. Supported by fieldwork during a visit to the beach, children use maps, aerial photos, compass directions, map symbols in a key and maps of the UK to strengthen their . Geographical skills and understanding of how to use geographic resources. Water safety.</p>	<p><b>I wonder what a landmark is?</b> <i>Locational knowledge, place knowledge, human and physical geography and geographical skills</i> Children explore the United Kingdom's characteristics including oceans surrounding the UK and capital cities of each of the four countries that form the UK. As part of this study, children explore London as our capital city in greater depth with a focus on map work to locate significant landmarks, whilst developing their understanding of rural and urban areas.</p>	<p><b>I wonder which continent I live in?</b> <i>Locational knowledge, place knowledge, human and physical geography and geographical skills.</i> Children consolidate their learning in this unit where they are encouraged to extend their understanding of map reading skills to the wider world. Within this unit, children explore continents and oceans, the equator and its effect on temperature, contrasting environments (such as desert vs polar terrain) and hot and cold areas of the world.</p>
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**Key strands to be covered**

<p>I can name the continents of the world and locate them on a map. I can name the capital cities of England, Northern Ireland, Scotland and Wales I can point to the equator, North and South poles on an atlas and a globe. I can devise a simple map using basic symbols in a key I can use directional vocabulary; near, far, left and right to explain directions. I know the four main directions on a compass are North, South, East and West. I can talk about what human and physical geography is. I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean I can explain the facilities that a village, town and city may need and give reasons.</p>	<p>I can name the continents of the world and locate them on a map. I can name the capital cities of England, Northern Ireland, Scotland and Wales I can say what I do and do not like about a place that is different to the one I live in. I can describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean I can explain the facilities that a village, town and city may need and give reasons.</p>	<p>I can point to the equator, North and South poles on an atlas and a globe. I can describe a place outside Europe using geographical vocabulary.</p>
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**Key Vocabulary**

North, South, East, West. Compass, key, map, county, country, town, city, village, beach, Kent.	Kent, United Kingdom, Europe, island, capital city, rural, urban, country, city, locate, land marks, map.	Contrast in environment, hot and cold, desert, polar, continents, oceans, maps, equator, Europe.
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**Year 3**

**Area of Learning**

<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
<p>I can name a number of countries in the northern hemisphere. I can identify whether a country is located in the northern or southern hemisphere. I can name the capital cities of at least six European countries. I can locate the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>I can explain why some people are attracted to live in urban or rural areas. I can explain why some people choose to live in one place rather than another.</p>	<p>I can locate and name some of the most famous volcanoes. I can describe and understand key aspects of volcanoes. I can describe and understand key aspects of earthquakes.</p>	<p>I can plan a journey from my town to another place.</p>

**Geography Units**

<p><b>Me in my world: Studying our local area (Outdoor Learning unit)</b> <i>Place knowledge and geographical skills</i> Use fieldwork to observe, measure, record and present the human and physical features in our local area using sketch maps and aerial images, culminating in a trip to harbour/beach. Comparing our local area to other counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>	<p><b>I wonder what it's like to live in a different hemisphere?</b> <i>Locational knowledge</i> This unit provides our children with the opportunity to learn about key continents around the world with a focus on continents, oceans, hemispheres and Tropics, alongside learning about our neighbouring famous European cities and Britain's place in the world.</p>	<p><b>I wonder what it's like to live by volcano?</b> <i>Locational knowledge, place knowledge, human and physical geography</i> This exciting unit of study educates children about famous volcano locations and activity together with an understanding of how volcanoes have been formed, how they work and how they remain active for so many years. In line with their study of volcanoes, children learn key characteristics of earthquakes where some of the most famous earthquakes have struck.</p>
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**Key strands to be covered**

<p>I can explain why some people are attracted to live in urban or rural areas. I can explain why some people choose to live in one place rather than another.</p>	<p>I can name a number of countries in the northern hemisphere. I can identify whether a country is located in the northern or southern hemisphere.</p>	<p>I can locate and name some of the most famous volcanoes. I can describe and understand key aspects of volcanoes.</p>
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I can plan a journey from my town to another place.	I can name the capital cities of at least six European countries. I can locate the Tropic of Cancer and the Tropic of Capricorn	I can describe and understand key aspects of earthquakes.	
<b>Key Vocabulary</b>			
North, South, East, West, directions, urban, rural, densely and sparsely populated, town, city, advantages and disadvantages, survival, RNLI.	Latitude, longitude, equator, northern and southern hemisphere, tropic of Capricorn, atlas, key symbol, compass, North East, North West, South East, South West.	Vent, Volcano, magma, lava, erupt, crater, active, dormant, instinct, mantle, tectonic plates, crust, core, ring of fire.	
<b>Year 4</b>			
<b>Area of Learning</b>			
<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
I can find at least 6 cities in the UK on a map. I can name some of the main islands that surround the UK. I can explain the difference between the British Isles, Great Britain and the UK. I can name and locate many of the world's most famous rivers.	I can carry out research to discover features of towns, cities and villages.	I can compare a region of Europe and the Americas using both their human and physical geography. I can explain why most cities are situated by rivers. I can explain the course of a river.	I can use an atlas by index to find places. I can observe measure, record and present human and physical features in the local area. Using a range of methods, including sketch maps, plans and graphs as well as digital technology.
<b>Geography Units</b>			
<b>How does Whitby compare to Whitstable?</b> <i>Locational knowledge, human and physical geography and geographical skills.</i> • identify physical features of Whitby and Whitstable using a map • identify human features of Whitby and Whitstable using a map; • describe the landscape of Whitby City Centre; • name different types of land use; • use a key to record types of land use; • tell you what planning is needed for a trip in the UK.	<b>How are villages and cities different? (All around the world unit)</b> <i>Locational knowledge, human and physical geography and geographical skills</i> Supported by our English and History units, during this term we investigate the human and physical geography of Antarctica with our exploration of Shackleton's adventures and South America in conjunction with the Mayans. Map work supports the children's understanding of comparing the starkly different physical features of the settlements made by the Mayans in comparison to the Vikings in England.	<b>What is the course of a river?</b> <i>Locational knowledge, human and physical geography and geographical skills</i> Alongside our history unit studying the Ancient Egyptians, we will explore the key features of rivers and use the River Nile as a case study to explore how rivers have been key to support the development of trade routes for major cities around the world.	
<b>Key strands to be covered</b>			
I can use an atlas by index to find places. I can observe measure, record and present human and physical features in the local area. Using a range of methods, including sketch maps, plans and graphs as well as digital technology. I can find at least 6 cities in the UK on a map. I can carry out research to discover features of towns, cities and villages.	I can name some of the main islands that surround the UK. I can explain the difference between the British Isles, Great Britain and the UK. I can carry out research to discover features of towns, cities and villages. I can compare a region of Europe and the Americas using both their human and physical geography. I can use an atlas by index to find places. I can name some of the main islands that surround the UK	I can name and locate many of the world's most famous rivers. I can explain why most cities are situated by rivers. I can explain the course of a river.	
<b>Key Vocabulary</b>			
Human geography, physical geography, land use, settlement, landscape, Whitby, locality, coastal town.	Settlements, civilisation, communities, families, rivers, mountains, temples, terrain.	Canal, reservoir, flood plain, meander, delta, tributaries, mouth, oxbow lake, valley, bank, bay, erosion and current.	
<b>Year 5</b>			
<b>Area of Learning</b>			
<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
I can name and locate the capital cities of neighbouring European countries and the Americas.	I know the countries that make up the European Union.	I can describe how some places are similar and dissimilar in relation to their human and physical geography. I can recognise the importance of ports and the role they play in distributing goods around the world. I can understand the water cycle I can name the areas of origin for main ethnic groups in the United Kingdom.	I can collect and accurately measure information such as rain fall, temperature, wind speed and noise. I can use field work techniques such as sketch maps, plans and graphs to observe human and physical features in the local area.
<b>Geography Units</b>			
<b>What is the positive impact of Tourism? Why do some countries rely so much on tourism?</b>	<b>How is continent united?</b> Children will be able to name and locate all the main cities in Europe. We will be exploring why Europe is a united nation by investigating trade	<b>What more can we do to save our world?</b> <i>Locational knowledge, place knowledge, human and physical geography and geographical skills</i>	

<p><i>Locational knowledge, place knowledge, human and physical geography and geographical skills</i></p> <p>Within this unit children explore modern Greece as a holiday destination in a cross-curricular writing unit. Underpinned by their exploration of holiday brochures and their investigation of Europe's capital cities, children use atlases and globes to explore the human and physical features of popular holiday destinations and draw contrasts between them.</p>	<p>and the role of key ports in relation to the rest of Europe. Later on in the unit the children will understand the impact of the UK leaving the EU. Children will explore the events that have happened over the past 4 years and what impact that has had on the future of Britain. They will particularly look at the affect it has had on local ports, jobs, economy. Looking at the impact this has had on cultural diversity within the UK and within Europe as well as the relationship with the rest of Europe.</p>	<p>Examining key contemporary geographic concepts, this unit examines the dangers posed by worldwide issues including climate change and pollution. Children will use the local environment to measure rain fall and temperature, comparing this to records from over the past 50 years. A local study will also be carried out to measure noise and car pollution. Children will have the opportunity to help make changes to our local environment and do our part in saving the planet.</p>
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**Key strands to be covered**

<p>I can describe how some places are similar and dissimilar in relation to their human and physical geography.</p> <p>I can recognise the importance of ports and the role they play in distributing goods around the world.</p> <p>I can name and locate the capital cities of neighbouring European countries and the Americas.</p>	<p>I can name and locate the capital cities of neighbouring European countries and the Americas.</p> <p>I know the countries that make up the European Union.</p> <p>I can recognise the importance of ports and the role they play in distributing goods around the world.</p> <p>I can name the areas of origin for main ethnic groups in the United Kingdom</p>	<p>I can collect and accurately measure information such as rain fall, temperature, wind speed and noise.</p> <p>I can use field work techniques such as sketch maps, plans and graphs to observe human and physical features in the local area.</p> <p>I can understand the water cycle</p>
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**Key Vocabulary**

<p>Local tourism, impact, tourists, holiday, work tourism, pleasure tourism, eco, language, culture, tourism boom.</p>	<p>Trade, port, crisis, culture, politics, diversity, debate, exchange, Europe, rate, economy, ethnic groups, visas, passports, transport.</p>	<p>Climate change, deforestation, temperature, ice caps, water cycle, evaporation, condensation, evapotranspiration, campaign, COP26, climate agreement, emissions, pollution.</p>
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**Year 6**

**Area of Learning**

<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Physical and Human Geography</b>	<b>Geographical Skills and Fieldwork</b>
<p>I can name the largest rainforest in the world and locate rainforest regions in an atlas.</p> <p>I can use some basic Ordnance Survey map symbols.</p> <p>I can understand and explain Longitude and Latitude.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America (Amazon rainforest).</p>	<p>I can name and locate many of the world's famous mountainous regions.</p> <p>I can describe the physical features of a tropical rainforest.</p> <p>I understand key aspects of climate zones, biomes and vegetation belts.</p> <p>I can understand key aspects of biomes and vegetation belts.</p> <p>I can understand a settlements economic activity and trade links.</p>	<p>I can use digital computer mapping as a fieldwork technique to observe human and physical features in the local area.</p>

**Geography Units**

<p><b>How much does the world change around us?</b></p> <p><i>Locational knowledge, place knowledge, human and physical geography and geographical skills</i></p> <p>In line with our Kensuke's Kingdom English unit, children explore the rainforest as a habitat and its human and physical geographical properties. Alongside learning about climate zones, biomes and rainforest regions, our children explore the Amazon rainforest and compare and contrast the world's largest rainforest with Sherwood Forest.</p>	<p><b>Why are mountains so important?</b></p> <p><i>Locational knowledge, place knowledge, human and physical geography and geographical skill</i></p> <p>Together with learning captivating facts and information about the world's most famous mountains and mountainous regions, our Year 6 Mountains topic explores why some people choose to settle in mountainous regions and how this way of life contrasts to our own economic activity in the UK and our trade links.</p>	<p><b>How can we use digital mapping to learn more about our local area? (Outdoor learning unit - Fieldwork)</b></p> <p><i>Locational knowledge, human and physical geography and geographical skills</i></p> <p>As our final geography unit of study, children explore digital computer mapping to observe and learn about the human and physical geographic features and changes that have occurred in Whitstable and our surrounding towns and cities. Children will use field work techniques to explore the local area to examine how its human and physical features have changed over the past 50 years</p>
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**Key strands to be covered**

<p>I can name the largest rainforest in the world and locate rainforest regions in an atlas.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America (Amazon rainforest).</p> <p>I can describe the physical features of a tropical rainforest.</p> <p>I understand key aspects of climate zones, biomes and vegetation belts.</p> <p>I can understand key aspects of biomes and vegetation belts.</p>	<p>I can name and locate many of the world's famous mountainous regions</p> <p>I can understand a settlements economic activity and trade links.</p>	<p>I can use some basic Ordnance Survey map symbols</p> <p>I can use digital computer mapping as a fieldwork technique to observe human and physical features in the local area.</p>
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**Key Vocabulary**

<p>Amazon, amazon river, Brazil, South America, forest floor, understory, canopy, emergent,</p>	<p>Fold, plateau, dome, volcano, peak, rangers, alps, eco-tourism, climate, explorers, summit.</p>	<p>Longitude, latitude, key, symbol, mapping, location, view point, digital.</p>
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Sherwood, tropical animals, tropic of cancer and Capricorn, climate and equator.		
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