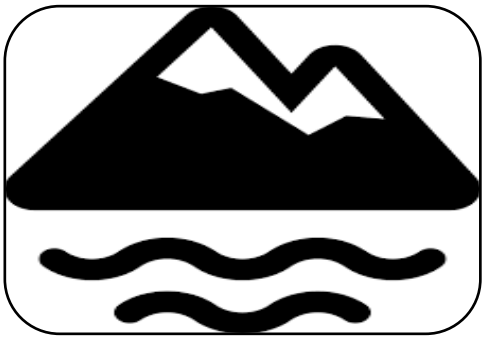
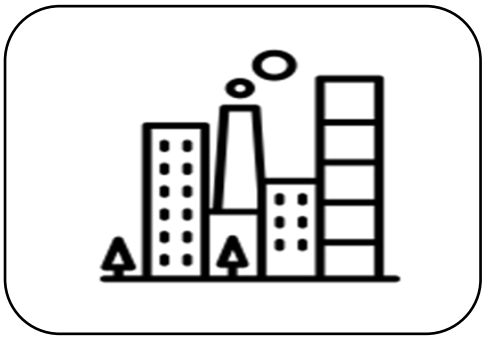
Edale Rise Geography Curriculum



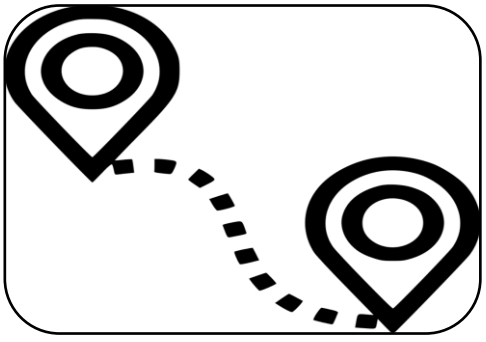
The Physical World



The Human World

Interdependence

Place and Space



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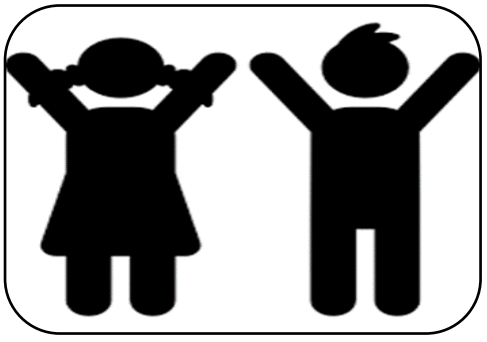


Young People's Lives

A Knowledge-rich curriculum

The children we are teaching today will be making decisions in their daily lives that will safeguard the future of our planet. It is our duty as educators to ensure that they are informed citizens with regards to key environmental and conservational issues so that they are empowered to make these decisions from a position of knowledge; it is for this reason that this curriculum prioritises the accumulation of geographical knowledge.

When developing the content of this curriculum, secondary colleagues were consulted as was the National Curriculum in order to also ensure that our children develop the declarative and procedural knowledge required to be a successful geographer at Key Stage 3.

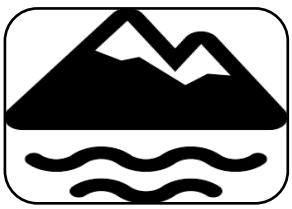
The knowledge selected is therefore broad in that it covers the fundamentals of human and physical geography; it is powerful in that this knowledge allows children to think deeply and creatively about key geographical issues and it is rich in that children develop an appreciation of the world they live in and a sense of responsibility for its future.

Curriculum Design

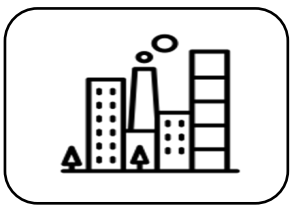
The curriculum is also cumulative so that each year group builds on what has been taught before. The content is set out in this document so that teachers can easily see the content and vocabulary that has been taught previously which is related to the unit they are currently teaching. This allows teachers to check for retention and then to revise if necessary. It also allows teachers to make explicit reference to prior learning, and learning in other subjects, especially science, so that connections can be strengthened and learning deepened.

The 'Big Ideas of Geography'

Guiding our curriculum are the six 'Big Ideas' of geography. These ideas are visited again and again over the course of our curriculum so that children develop a broad, deep and rich understanding of the academic discipline of geography.



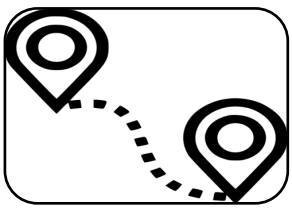
The Physical World



The Human World

Interdependence

Place and Space



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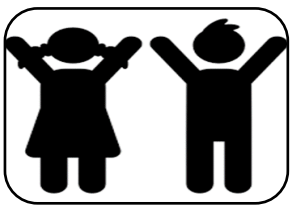


Young People's Lives

The Physical World: children study the land, water and air, their ecological systems and the processes that make and shape them

Human Environments: children explore societies and how places are made and the human processes involved in work, consumption and leisure.

Interdependence: children appreciate the crucial link between the physical and human world and the concept of sustainability.

Place and Space: children develop an understanding of the similarities and differences across the world and a knowledge of location and interconnectedness.

Scale: children study concepts through a local, regional, national and international lens as well as along long and short-term time scales

Young People's Lives: learning is framed for children to take account of their views and experience of the world and promotes a sense of responsibility and agency in their planet's future

Working like a geographer

Whilst developing the robust knowledge and understanding of our world, children also develop their understanding of the 'Key Skills' of geography. These skills are modelled by teachers and practised by children throughout our units and throughout our curriculum.

Asking geographical questions: Children are encouraged to ask geographical questions and to query information and sources.

Finding geographical information: Children are given lots of opportunity to use a range of texts and ICT to find information.

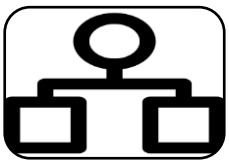
Organising geographical information: Children present their learning in various ways including writing at length about geographical topics.

Analysing geographical information: Children interact with a range of geographical sources including maps, atlases, data, photos and videos.

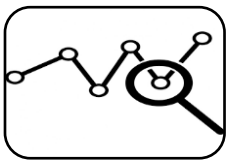
Answering geographical questions: Children regularly answer geographical questions following detailed research.

Ask

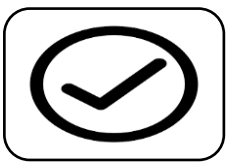
Find



Organise



Analyse



Answer

Unit Outcomes

For each unit there is a clear unit outcome. This outcome is not the entirety of the unit but it does pose a task for children that requires the application of the knowledge taught. Each outcome addresses one or more of the 'Big Ideas' and ensures children have opportunity to apply one or more of the 'Key Skills'. As children move through the school, these outcomes require them to think more deeply and critically and to call upon a larger and more developed schema. These outcomes, whether delivered orally or in writing, provide a valuable assessment opportunity for teachers.

Unit Overview

The titles of the units studied by each year group can be seen in the table below. Although the titles of the units may suggest a disproportionate focus on the 'Physical World', the big ideas are interwoven throughout each unit.

EYFS	The Weather and Me	My Environment	My Big World
Y1	Weather and Seasons	Where I live	My Country
Y2	Hot and Cold Places	Forests	Great Britain
Y3	Oceans and Seas	Oceans and Seas	Volcanoes and Earthquakes
Y4	Weather and Climate	Polar Regions	Rivers
Y5	Water Security	Deserts	Restless Earth
Y6	Climate Change	Biomes and Conservation	Coasts

Big Ideas Maps

The maps below show how the 'Big Ideas' of geography are revisited and develop across the curriculum. As with the 'Big Ideas' in science, there is clear overlap between these ideas in geography, further enhancing the coherence of the curriculum.

The Physical Word

EYFS / Year 1

Children develop an understanding of the weather and seasons and how this varies across time and place. They begin to explore habitats at a local and global level.

Year 2

Children explore the effect of climate on habitat and how this varies across the globe. They also explore forests across the globe and hot and cold extremes.

Year 3

Children explore the structure of the Earth and the causes and consequences of volcanoes and earthquakes. They investigate Earth's oceans and seas in depth

Year 4

Children develop an understanding of climate and how this varies across the globe. They study how rivers behave and how they shape the land.

Year 5

Children explore the impact of water security across the globe. They develop their understanding of the Earth's structure and how mountains are formed.

Year 6

Children develop a comprehensive understanding of climate change and its causes and consequences. They develop an understanding of coastal erosion and its impact.

Human Environments

EYFS/Year 1

Children study how humans use the local environment of Sneinton and Nottingham in terms of work and leisure.

Year 2

Children explore how humans use land across the United Kingdom. They understand how climate and topography affects how land is used.

Year 3

Children explore the different ways in which humans use the oceans and seas and the positive and negative impact this has on marine wildlife.

Year 4

Children explore how humans inhabit the extreme climates of the Arctic region. They also study how humans have used rivers over history and in the modern era.

Year 5

Children study how humans have overcome the challenges of the deserts over history and in the modern era.

Year 6

Children complete a case study on the Nottingham Lace Market, detailing how the way in which this area is used has changed since the Industrial Revolution.

Interdependence

EYFS/Year 1

Children explore how humans use the natural environments in Sneinton, Nottingham and across the globe.

Year 2

Children study how humans use forests around the world and the positive and negative impact this can have on the natural world.

Year 3

Children explore what can be done to mitigate the negative impact humans are having on our oceans and seas.

Year 4

Children explore the impact humans are having on climate change, focusing on the impact on the polar regions.

Year 5

Children explore the role humans play in water security across the globe and how countries of differing economic security are affected by drought.

Year 6

Children explore the impact humans have on climate across the globe. They explore what can be done at a local and global level to reduce climate change.

Place and Space

EYFS/Year 1

Children understand where they live in relation to the rest of the United Kingdom and the world. They begin to explore different habitats across the globe.

Year 2

Children explore the world's hot and cold places, their similarities and differences and where they are in relation to the equator. They also explore the forests of the world and how they vary.

Year 3

Children study the whereabouts of the oceans of the world. They explore the layers of these oceans and the different habitats within them.

Year 4

Children study the polar regions of the planet and draw contrasts to their own environment. They also compare the rivers Trent, Danube and the Amazon.

Year 5

Children study the major deserts of the world and draw contrasts between them, studying their wildlife, and how humans have inhabited them.

Year 6

Children revise their learning of the major biomes across the Earth during their study of climate change. They explore the habitats of big cats across the globe.

Scale

EYFS/Year 1

Children explore issues such as pollution and land use at a local level. They explore the physical and human geography of the local area.

Year 2

Building on Year 1, children study land use at a national level. They explore forests, comparing Sherwood Forest to forests around the globe.

Year 3

Children study the oceans and seas surrounding the British Isles and then 'zoom out' to develop a global perspective.

Year 4

Children explore rivers and make comparisons between rivers in the United Kingdom, Europe and North and South America. They study the changes in how humans have used rivers over time.

Year 5

Children explore the impact of drought at a local, national and international level, making comparisons to its impact on human populations.

Year 6

Children analyse what can be done at a local, national and international level to tackle climate chance. They explore how climate has changed over time.

Young People's Lives

EYFS / Year 1

Children appreciate what they can do at a local level to reduce pollution and promote recycling.

Year 2

Children study the impact of deforestation on wildlife and learn what they can do to help mitigate its impact.

Year 3

Children explore the consequences of plastic pollution in our oceans and study what they can do to prevent it.

Year 4

Children develop an understanding of climate change and the impact this is having on our polar regions. They explore what can be done at a local, national and international level to prevent further damage.

Year 5

Children explore the factors affecting water security across the globe, the impact this has on human populations and what can be done to support people affecting by it.

Year 6

Children study what can be done at to prevent climate change. They study the ways in which the negative impact of human activity on big cat populations can be mitigated.

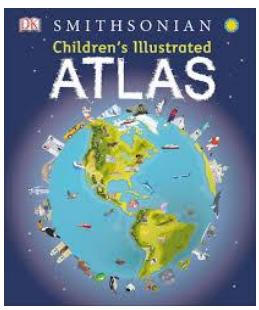
Developing Place and Space: Place Studies

Although place and space is developed through the main units in our curriculum, specific place studies still take place in every year group from Year 1 to Year 6. This is to ensure that children develop a broad and rich understanding of the world and have ample practise in locating places on maps. For each place study the areas below are explored.

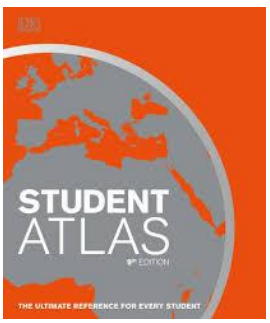
Place	Children know where in the world this place is, what continent it is part of and are able to locate it on a map with ease. They know what countries lie to the immediate north, east, south and west as well as any surrounding seas or oceans.
Landscape	Children have a broad knowledge of the place's key topographical features and major habitats. They can name the major rivers, mountain ranges, or other physical features of note.
Climate	Children compare the place's climate with that of the U.K
Farming and Land use	Children understand the link between the place's climates and landscapes with its use of land. Children know what is grown in the place and what of this produce they consume themselves.
Industry	Children know the place's main exports and appreciate which of these exports are readily available in the U.K.
Places of Interest	Children can name the major places of interest and understand their importance.
Culture	Children know the key cultural aspects associated with a place (food, sports, language, entertainment etc.)
Population (UKS2)	Children understand the demographic make up of a place and the historical context of this.
Environmental Issues (UKS2)	Children study the key environmental issues associated with the place.

Each year group has three assigned places and teachers space out a series of lessons over the term to develop knowledge over time and make use of spaced retrieval. Children use a range of resources to study their place, including regular use of atlases.

Year 1	England	Japan	Spain & Portugal
Year 2	North Africa	South East Asia	United Kingdom
Year 3	France	Northern South America	China
Year 4	Germany	Canada and Alaska	Afghanistan & Pakistan
Year 5	Central Europe	Australia & New Zealand	Southeast Europe
Year 6	United States of America	India & Sri Lanka	Southern Africa



Atlas for Year 1 - 4



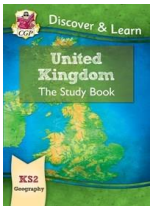
Atlas for Year 4 - 6

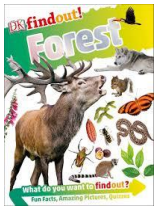
Reading in geography

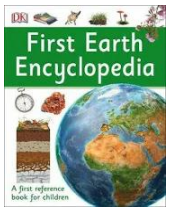
Key reading texts are stipulated for each unit in each year group. Teachers have access to class sets of these texts and use them to develop children's knowledge through reading whilst developing their fluency and proficiency in reading strategies These texts are used throughout the curriculum to reinforce knowledge and reading fluency.

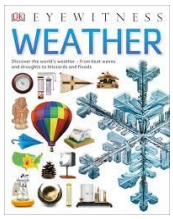
EYFS – Year 4

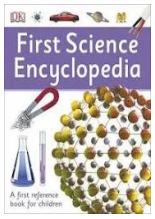
Teachers of younger children may cut and adapt these texts. In Years 3 and 4, children will be expected to read these texts with increasing levels of independence.

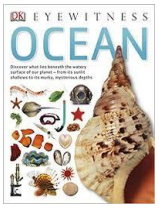






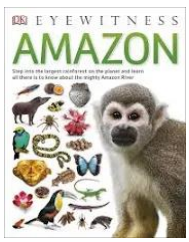


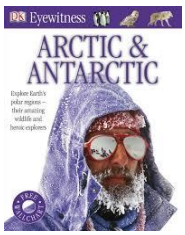


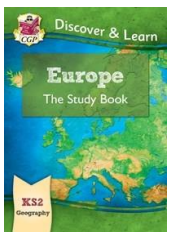


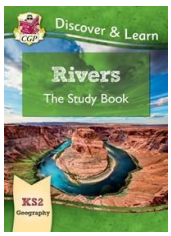
Years 4 – 6

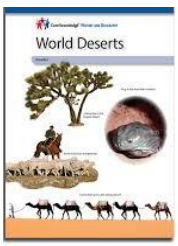
These texts represent an increasing challenge both in terms of content and syntactic complexity. As children develop confidence with a topic they are expected to read with increasing levels of independence.

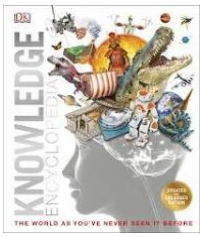


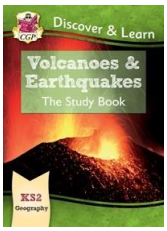


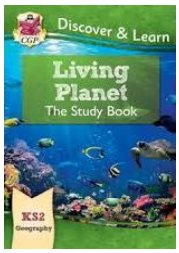


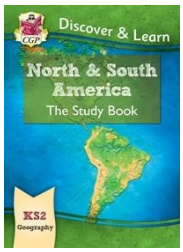


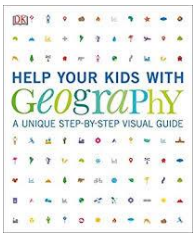




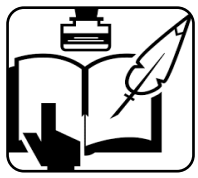








Writing in geography



Writing in geography lessons reinforces the knowledge learnt whilst developing children's literacy. Teachers regularly make use the following sentence activities, amongst others, to reinforce geographic knowledge, knowledge of sentence structure and to provide teachers with valuable assessment data.

Scrambled Sentences

Scrambled sentences provide an excellent opportunity to check a child's understanding whilst simultaneously building rigor in their sentence structure. They are easily differentiated and can be used in all year groups.

wool, meat and diary products New Zealand exports
mass-produced cars, clothes and electronics are centres for India and China

because, but, so

'Because, but so' as a writing activity embeds the knowledge and demonstrates a child's understanding. Teachers provide children with sentences starters which children have to finish using 'because', 'but' and/or 'so'.

a) *Palm oil farming is effecting orang-utan populations because …*
b) *Palm oil farming is effecting orang-utan populations but…*
c) *Palm oil farming is effecting orang-utan populations so…*

Sentence Combining

Children are given a series of related simple sentences about a topic they have read. They use the knowledge to combine the sentences using conjunctions and adverbials.

Population growth is contributing to climate change.
Population growth <u>means more fossil fuels are burnt</u>.

Cloze Procedures

Teachers provide a partially completed text which summaries the key learning. Children then show their understanding by filling in the gaps.

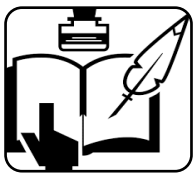
The atmosphere is like a _____ around the Earth. It is made of a mix of _____.
The Sun gives out a lot of _____ and _____.
Some of this heat escapes back into _____ but the _____ traps a lot of like a blanket.
These trapped gases are called _____ _____.

Essay Strips

Teachers provide a series of questions, chunked into paragraphs which encourage children to summarise the key learning. As children become more proficient in their ability to summarise key points in writing, teachers can remove the amount of scaffolding.

Introduction	*What is the solar system?* *What 4 things does Earth have that means there is life on Earth?* *Compare Earth to Saturn*
Atmosphere	*What is the atmosphere made of?* *What does the atmosphere do? (use the following words: meteors, radiation and temperature)*
Water	*How much of the Earth's surface is water?* *Where is all the water stored?* *Why is water essential for life?*

Writing in geography



As well as sentence level activities children are also given chance to demonstrate their understanding by writing at length, utilising their developed confidence and knowledge. The examples given below fall into one of our three non-fiction purposes for writing: to inform, persuade and discuss. Often these pieces will be cross-curricular in that they will involve demonstrating knowledge from our science and history units too.

Inform

- A biography of an environmentalist
- A report summarising key learning of a topic e.g. 'What is Climate?'
- An explanation of a geographic phenomenon e.g. tectonic movement
- An essay expanding on a key question e.g. 'Why are our oceans so important?'

Persuade

- A letter to a local MP regarding local pollution
- A speech encouraging a ban on single use plastic
- A presentation explaining the effects of palm oil farming
- A campaign, highlighting the potential actions to preserve big cat populations in Africa

Discuss

- A balanced argument, showing the cases for and against zoos
- A balanced argument, showing the cases for and against genetically modified food

EYFS	Unit: The Weather and Me

Links to other subjects

Seasonal Changes
Everyday materials
Plants

Key Knowledge

What are the different types of weather?

- I know and can identify and describe the main different types of weather: sunshine, rain, wind, snow, thunderstorms and fog
- I know that weather can change

What are the different seasons?

- I know the different seasons and associated weather and describe the changes that occur

How can I Take Care of myself in different weathers?

- I know what we must do to stay safe in different types of weather e.g. sun cream, hats etc.

Vocabulary

sunny, rainy, windy, snow, icy, frosty, cold, hot, warm, cloudy, lightning, thunder, spring, summer, autumn, winter, change

Key Resources

Outdoor area / Forest Schools

Assessment Outcome

How does the weather affect me?

Over the course of the year, children will explore the outdoor area and observe, describe and experience the different weather and seasons and how they change. They will be able to follow simple routines in getting ready for different types of weather.

***Big Ideas**: The physical world and Young People's Lives*
***Key Skills:** Answering geographical questions*

EYFS	Unit: My Environment

Links to other subjects

Animals
Materials

Key Knowledge

What is an environment?

- I know that our environment means the world around us
- I know that my environment includes my house and Sneinton

How can we Take Care of our environment?

- I know that we need to look after our environment and what might happen if we don't
- I know that there are key things we can do to take care of our environment including saving energy and water
- I know the impact of plastic pollution on our environment and wildlife and ways we can help
- I can recognise the recycling symbol on packaging

Vocabulary

world, rubbish, recycle, waste, compost, re-use, pollution, plastic, landfill, environment, decay, paper, card, metal, glass, wood

Key Resources

Someone Swallowed Stanley
10 Things I can do to help my Environment

Assessment Outcome

How can I help my environment?

Children will be able to sort materials to be recycled and will take care of their environment using litter pickers. They will be able to explain their knowledge about recycling and plastic pollution and articulate what we can do to help.

Big Ideas*: The physical world and Young People's Lives*
Key Skills: *Answering geographical questions*

EYFS	Unit: My Big World

Links to other subjects

Weather and Seasons
Animals

Key Knowledge

What are countries and what are seas?

- I know that our world is made up of lots of countries and seas

What is a globe?

- I know what a globe is and that it shows where the different countries and seas of the world are

How are people and animals affected by weather?

- I know that different parts of the world experience different weather and climate and can suggest some ways this affects the people and animals that live there
- I can link animals to their habitats and know that animals have adaptations to help them in their climates

Vocabulary

globe, map, countries, sea, land, desert, polar, jungle, savannah, rainforest, climate, hot, cold, wet, fur, scales, claws, teeth, feathers

Key Resources

Dear Zoo

Assessment Outcome

How does climate differ across the globe?

Children will be able to describe different climates e.g desert, polar and talk about the animals that live there and how they are different. Children will explore globes and maps and be able to describe some different habitats.

Big Ideas: The physical world, human environments, young people's lives and interdependence
Key Skills: Finding geographical information and answering geographical questions

Year: 1	Unit: Weather and Seasons

Links to other subjects

Seasonal Changes
Everyday Materials

Prior Learning

EYFS: The Weather and Me

Key Knowledge

What are the main types of weather?

- I know the main different types of weather: sunshine, wind, rain, snow, thunderstorms, and fog
- I know the main weather symbols: sunshine, cloudy, wind, rain and snow
- I know that the weather can change across a day

What is a season and what causes the seasons to change?

- I know that the Earth goes around the sun
- I know the seasons and the typical weather associated with each season

How to humans prepare for the weather?

- I know some different ways humans prepare for the weather
- I know how to record the weather over a week

Vocabulary

sunny, rainy, snow, storm, thunderstorm, brewing, sunshine, cloudy, hailstones, satellites, forecast, droplets, stormy, lightning, bolt

Key Text(s)

DK My First Science Encyclopedia Page 118-119
DK My First Earth Encyclopedia Page 36-37
https://www.metlink.org/primary/key-stage-1/
https://www.dkfindout.com/uk/earth/seasons/

Assessment Outcome

How does the weather affect people?

Children produce a weather report in which they describe the key features of the main different types of weather and the ways in which humans adapt their behaviour.

***Big Ideas**: The physical world, human environments and interdependence*
***Key Skills:** Answering geographical questions*

Year: 1	Unit: My Country

Links to other subjects

Weather and Seasons

Prior Learning

EYFS: My Big World

Key Knowledge

Where are the continents and oceans?

- I know the 7 continents of the world and the 5 major oceans
- I can label the 7 continents of the world on a map

What is the United Kingdom?

- I know the 4 countries of the United Kingdom and can label these on a map

What are the capital cities and major landmarks of the United Kingdom?

- I know the capital cities of the 4 countries of the United Kingdom
- I know the following landmarks and the country they are in: Giant's Causeway, Stonehenge, Houses of Parliament, St Paul's Cathedral, Angel of the North, Scafell Pike, Edinburgh Castle, Loch Ness, Snowdon and Cardiff Castle.

What is life like in Nottingham compared to a town in Japan?

- I can suggest 3 key comparisons between life in Nottingham to life in a similar sized town in Japan

Vocabulary

sea, ocean, beach, cliff, coast, country, continent, holiday, mountain, human features, physical features

Key Text(s)

DK My First Earth Encyclopedia
https://www.bbc.com/bitesize/articles/z4v3jhv

Assessment Outcome

What is _____ like?

Children describe the physical and human features of _____.

Big Ideas: The physical world, human environments, place and space and interdependence
Key Skills: Finding geographical information and answering geographical questions

Year: 1	Unit: Where I live

Links to other subjects

Plants
Animals

Prior Learning

EYFS: My Environment

Key Knowledge

What is a map and how do people use them?

- I know what north, east, south and west mean
- I can use the terms north, east, south and west to say where things are on a simple map of my school
- I can create a map of the classroom that shows where key things are

What habitats are there near my school?

- I can name and describe some of the habitats around school (e.g. the hillside, the pond) and the local area (e.g. Colwick Park, Sneinton Dale) and make comparisons
- I know some of the different places humans work and live in the local area
- I understand the terms: town, city, factory, house, shop and office.
- I understand the terms: hill, soil and river
- I can identify some human and physical features of Edale Rise and Sneinton

How can I help to Take Care of my world?

- I know some of the ways in which I can take care of our local world

Vocabulary

north, south, east, west, map, key (map), habitat, town, city, factory, house, shop, office, hill, soil, river, work,

Key Text(s)

DK My First Earth Encyclopedia
https://www.Derbyshirewildlife.org/discover-and-learn

Assessment Outcome

What is it like to live and work in Sneinton?
Children produce documentaries about working and living in Sneinton. They interview people working in the area and identify key human and physical features of the area.
Big Ideas: *The physical world, human environments, young people's lives and interdependence*
Key Skills*: Finding geographical information and answering geographical questions*

or

What are the human and physical features of Edale Rise?
Children produce/label a map of Edale Rise, showing the human and physical features
Big Ideas: *The physical world, human environments, young people's lives and interdependence*
Key Skills*: Finding geographical information and answering geographical questions*

Year: 2	Unit: Forests

Links to other subjects

Plants, Animals, Living things in their Habitats

Prior Learning

Year 1: Where I live

Key Knowledge

What is a forest? (p. 4-5)
- I know what a forest is
- I can explain why forests are important in terms of oxygen and animal life.

What lives in forests? (p. 6-9)
- I know that there are different layers of the forest: emergent, canopy, understory and forest floor (p. 6-7)
- I can suggest comparisons between the biodiversity of the forest floors of rainforests and temperate forests (p. 8-9)

What are the different types of forests? Where on Earth are they? (p. 12-13)
- I know that there are different types of forests (rainforest, temperate and boreal). I know rainforests are usually found close to the equator (p. 12-13)

Why are forests so important? (p. 14-15)
- I know why the forests are so important in terms of wildlife, timber, oxygen and food and medicine. (p. 14-15)

Secondary objectives (non-compulsory content)
- Explore the lifestyles of the millions of people who live in tribes in forests focussing particularly on the Yanomami (Amazon),
- using maps to explore they live.
- Compare and contrast the climate and wildlife of the Amazon rainforests to the climate and wildlife of Sherwood Forest.
- DK Eyewitness: Amazon; DK Find out: Forests ; DK My First Earth Encyclopedia: 56-57; https://www.actionaid.org.uk/school-resources/resource/ks1-rainforest-plants-and-animals
- Explore the products of the forests and the various foods, medicines and minerals that humans depend on (p.38-39)
- Use maps to locate where in the world different forest tribes live and compare and contrast the climate and physical geography of the areas. Compare and contrast how these people use the forest (p. 36-37)

Vocabulary

climate, conifer, conservation, consumer, crops, deciduous, decomposer, deforestation, endangered, environment, equator, fuel, fungi, habitat, herbivore, invertebrate, nectar, photosynthesis, predator, pollution, prey, producer, recycle, reforestation, sustainable, temperate, tropical, vegetation, water vapour

Key Text(s)

Planet Earth II: Episode
DK Findout Forests

Assessment Outcome

Why are forests so important?

Children produce a report explaining why forests are so important

Big Ideas: *The physical world, human environments, young people's lives and interdependence*
Key Skills*: Finding geographical information and answering geographical questions*

Year: 2	Unit: Hot and Cold Places

Links to other subjects

Living things in their Habitats
Animals
Use of Everyday Materials

Prior Learning

Year 1: My Country

Key Knowledge

Where are the world's continents and major oceans? (p.116-117)

- I can name all 7 continents and locate them on a blank map of the world (p.116-117)
- I can name the 5 major oceans and locate them on a blank map of the world (p.116-117)
- I can locate the equator on a map of Earth (p.116-117)
- I know that places close to the equator are hotter than places further away from the equator (p.116-117)

What is life like in the polar regions? (p.50-51)

- I know that the Arctic and Antarctic are the Earth's coldest zones and can locate them on a map (p.50)
- I know the Arctic is a frozen ocean. I know this is where the North Pole is (p.50)
- I know that in the summer months, in the North Pole, some of the ice melts (p.50)
- I know that more animals live in the Arctic than the Antarctic (p.50)
- I know that people live in the Arctic and have done for thousands of years, but there is no evidence of people living in the Antarctic in the past. Today, scientists live there in research stations (p.51)
- I know there are no land mammals which live on Antarctica but the ocean is full of animals e.g. seals, orcas and humpback whales (p.51)

How do penguins live in Antarctica? (First Animal Encyclopedia (p.66-67)

- I know that penguins are adapted to live in Antarctica. I know they have waterproof feathers and many layers of fat to keep them warm.

What is life like in a desert? (p.60-61)

- I know that some deserts are very hot and some are very cold. They all have strong sunshine, wind and very little water
- (p.60)
- I know that hot deserts are very sandy and that sand comes from wind eroding rocks over millions of years (p.60)
- I know that many of the world's deserts are on or near the equator (p.60)
- I know that the Sahara is the world's largest hot desert and covers most of North Africa (p.61)
- I know there is very little life in the Sahara as there is little water which means there are not many plants which means there are not many animals (p.61)
- I know that the animals and plants that do live in the desert have special ways of coping with the shortage of water (adaptations). For example, the fennec fox's big ears, cacti's ability to store water, and human's moving around to find supplies (Nomads) (p.61)

Making Comparisons

- I can compare the physical geography of hot and cold places on Earth
- I can compare the different ways in which animals have adapted to live in hot and cold places

Vocabulary

Arctic, Antarctic, desert, adaptation, iceberg, walrus, Emperor penguin, orca, Sahara, oasis, cacti, palm trees, hibernation, migrate, sea ice, tundra, nomad, rattle snake, fennec fox, Arctic fox, polar bear, camel, caracal, thorny devil, jerboa

Key Text(s)

DK First Earth Encyclopedia
DK First Animal Encyclopedia

Assessment Outcome

How do animals live in hot and cold places?

Children examine the impact of 'climate' on humans by comparing how humans adapt to live in contrasting environments (e.g. Alaska and the Sahara).

***Big Ideas**: The physical world, human environments, place and space, scale and interdependence*
***Key Skills:** Answering geographical questions*

Year: 2	Unit: United Kingdom

Links to other subjects

Living things in their Habitats
Animals
Plants

Prior Learning

Year 1: My Country

Key Knowledge

What is the United Kingdom? (CGP United Kingdom 2-3 + map)

- I can identify the countries of the United Kingdom on a map and their capital cities (CGP United Kingdom: 2-3)
- I know that the longest river is the river Severn and the tallest mountain is Ben Nevis (CGP Inside Cover).
- I can label a blank map of the United Kingdom, labelling Scotland, England, Wales ad Northern Ireland

What is the difference between rural and urban? (DK My First Earth Encyclopedia 72-73)

- I know that 'rural' means the countryside with open land. This could include forests, open grasslands, deserts and farmland
- I know that 'urban' mans towns or cities
- I know that a 1000 years ago most people lived in rural areas but now under half the world's population live in rural areas
- I know that most people in Europe live in urban areas

How is land used across the U.K? (CGP The United Kingdom: 6-9)

- I can discuss differences between life in the city and life in the country:
    - I can suggest the different jobs people might have (6-9)
    - I can discuss comparisons between how land is used in the city and how land is used in the countryside (6-9)
    - *(non-core objective)* I can discuss how farmland across the United Kingdom is used for different purposes e.g. warm, wet places are good for cattle farming and hilly places are good for sheep (6-9)

Secondary objectives (non-compulsory content)

- Study the different types of habitats and the typical wildlife in the countryside and cities of the United Kingdom e.g. woodlands, lakes, ponds, farms, gardens, canals etc.

Vocabulary

forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop, rural, urban, countryside

Key Text(s)

DK My First Earth Encyclopedia
CGP The United Kingdom
https://www.bbc.com/bitesize/articles/z4v3jhv

Assessment Outcome

How is the Longshaw Estate different to Sneinton?

Using aerial photographs, planning perspectives and google Earth children compare and contrast the human and physical features of an area in the Peak District (Longshaw Estate) with that of Sneinton.

Big Ideas: The physical world, human environments, place and space and interdependence
Key Skills: Finding and organising geographical information and answering geographical questions

Year: 3	Unit: Oceans and Seas

Links to other subjects

Plants
Animals

Prior Learning

EYFS: My Big World; Year 1: My Country

Key Knowledge

What are oceans and seas?

- I know that oceans cover over 70% of our planet and that some of the world's largest animals live there (Animal Encyclopedia Page 74)

Where are the world's major oceans and seas and what are they called?

- I know the names of all the world's oceans and major seas and I can label these on a map (DK My First Earth Encyclopedia 64-65)

What are the different parts of an ocean?

- I know the characteristics of the different zones of the ocean: tidal, sunlit, twilight and dark zone. (DK My First Earth Encyclopedia 64-65)
- I know that the deepest parts of the oceans are extreme habitats which present challenges for the animals that live there (DK Find Out! Animals 28-29)

How can we help our oceans?

- I know that plastic pollution caused by humans is having a negative impact on our oceans
- I know some of the things people can do to help reduce plastic pollution in our oceans
    - https://www.natgeokids.com/uk/primary-resource/plastic-pollution-primary-resource/
    - Blue Planet: Plastic Pollution Information: https://www.youtube.com/watch?v=xLx4fVsYdTI

Secondary objectives (non-compulsory content)

- I know some of the ways in which humans use oceans and coasts e.g. building houses and hotels, tourism and fishing (DK My First Earth Encyclopedia 74-75)
- I know that some mammals live in the oceans and that these animals are well adapted for ocean life (DK My First Animal Encyclopedia 44-47)
- I know that coral is made up of living animals called polyps, a brainless animal (DK My First Animal Encyclopedia 138-139)
- I know that fish live in many different types of water habitats and range in size and adaptations (DK My First Animal Encyclopedia 142-153)

Vocabulary

Antarctic, Arctic, crustacean, current, food chain, food web, hurricane, oceanography, plankton, sea, ocean, submarine, submersible, sunlit zone, tide, trench, tsunami, twilight zone, typhoon, harbour, port,

Key Text(s)

Key Text: DK Eyewitness Oceans
DK My First Earth Encyclopedia
https://www.natgeokids.com/uk/primary-resource/plastic-pollution-primary-resource/
Blue Planet I and II BBC
Planet Earth I and II BBC

Assessment Outcome

How can we help our oceans?

Children produce reports examining the impact of pollution on our oceans. Children examine the ways in which we can take care of our oceans at a local and global level.

Big Ideas: *The physical world, scale, young people's lives and interdependence*
Key Skills*: Finding geographical information and answering geographical questions*

Year: 3	Unit: Volcanoes and Earthquakes

Links to other subjects

Rocks
Plants – pollination of Surtsey

Prior Learning

Year 2: Hot and Cold Places

Key Knowledge

What is the Earth made of? (p. 8-9)

- I know the Earth is divided into four main layers: the crust, mantle and outer core and inner core
- I know that there are 7 continents: North America, South America, Europe, Africa, Asia, Australia and Antarctica
- I can label the whereabouts of these continents on a blank map of the world
- I know that underneath the Earth's crust, inside the Earth is incredibly hot

Have there always been continents? (p. 10-11)

- I know that two hundred million years ago, all the continents were joined in one supercontinent, Pangaea
- I know that Earth's continents are always moving as they sit on tectonic plates which float on the slow moving mantle underneath

What is a volcano? (p. 16-17)

- I know that a volcano is an opening in the Earth's crust
- I know that a volcanic eruption happens when the magma builds up to such an intense pressure that it needs to be released
- I know that a volcanic eruption can be deadly for humans, plants and animals

What is an earthquake? (p. 18-19)

- I know that an earthquake is caused when two plates get stuck and pressure that builds up is released
- I know that most earthquakes are very mild but some can destroy buildings
- I know that a major earthquake can sometimes cause a tsunami and this can have devastating consequences this can have on coastal regions.

Vocabulary

crust, mantle, core, magma, supercontinent, Pangaea, plates, fossil, volcano, eruption, earthquake, pressure, tsunami

Key Text(s)

DK My First Earth Encyclopedia: 8-9, 10-11, 16-17, 18-19, 22-23
https://www.dkfindout.com/uk/earth/

Assessment Outcome

What are the causes and effects of an earthquakes?

Children summarise why volcanoes and earthquakes happen, making reference to plate movement. They describe the impact they can have on human and animal populations

Big Ideas: The physical world and interdependence
Key Skills: Analysing geographical information and answering geographical questions

Year: 4	Unit: Rivers

Links to other subjects

States of Matter; Living things in their Habitats

Prior Learning

Year 1: My Environment; Year 1: My Country; Year 2: United Kingdom; Year 2: Forests

Key Knowledge

How does the water cycle work?:

- I can explain how the water cycle works using the terms evaporation, condensation, precipitation and transpiration (CGP Rivers - p2-3; First Earth Encyclopedia p28-29)

What are the world's and the UK's longest rivers and where are they?:

- I know that the three longest rivers in the world are the Nile (Africa), Amazon (South America) and Yangtze (Asia, China) and I can show where they are on a world map (Inside cover, atlas)
- I know that the three longest rivers in the United Kingdom are the Severn, Thames and Trent and I can show where they are on a map of the UK (Inside cover, atlas)

How are rivers formed and how they shape the land they flow through?

- I know a river forms after fresh water runs downhill from a hill or mountain source. I know it flows through land and ends at its mouth in the sea. (First Earth Encyclopedia p30-31)
- I know a river is a valuable resource and can be used for food, energy, recreation, transportation and farming (First Earth Encyclopedia p30-31)
- I know that as a river flows it can shape the land. A v-shaped valley is an example of this (p4-5)
- I know that smaller streams contribute to rivers. These are called tributaries (p4-5)
- I know that some rivers have wide valley floors on either side which can flood when there is heavy rain. These are called floodplains. Nearby Lady Bay is an example of this (p4-5)

Why is the Amazon so useful? (28-33)

- I know the source of the Amazon is in the Andes and its mouth is at Belem, Northeast Brazil (28-29)
- I know that the Amazon river supports life in the Amazon rainforest. I know that the Amazon rainforest is the largest tropical rainforest in the world and it is a habitat for millions of species of plants and animals and indigenous people (30-31)

How can we help protect the Amazon? (32-33)

- I know that the deforestation of the Amazon rainforest has many negative consequences: it takes resources away from the tribes that live along the Amazon; it leads to animals and plants becoming extinct; and it causes flooding
- I know that we can protect the Amazon by controlling how much farming takes place, replanting trees and protecting indigenous areas

How has the river Trent helped the people of Nottingham?

- I know that the Trent's source is in Staffordshire and its mouth is in the North Sea. I can locate the source and the mouth on an OS map
- I know that the river Trent was very important for transporting goods in the Midlands in the 18th and 19th centuries and that the Trent has lots of canals connected to it. I know that today it is mostly used for recreation.

https://kids.britannica.com/students/article/Trent-River/338776

Vocabulary

climate, condensation, deforestation, delta, disposition, drainage basin, drought, endangered, estuary, evaporation, extinct, floodplain, habitat, indigenous, load, meander, mouth (river), precipitation, recreation, transportation, source (river), spring, state (of matter), surface runoff, transpiration, tributary, water cycle, water pollution, water vapour, wetland

Key Text(s)

CGP: Rivers
Planet Earth I: Episode 3
https://canalrivertrust.org.uk/enjoy-the-waterways/canal-and-river-network/river-trent

Assessment Outcome

River Trent Investigation

Children apply their knowledge of rivers by using OS maps to locate the source and mouth of the River Trent. They research ways in which the river was used by people in the past and how it is used today. They produce a short report to communicate their findings.

Big Ideas: The physical world, human environments, interdependence and young people's lives
Key Skills: Finding, organising and analysing geographical information and answering geographical questions

Year: 4	Unit: Climate and Climate Change

Links to other subjects

Living things in their Habitats
Animals

Prior Learning

Year 1: Weather and Seasons; Year 2: Hot and Cold Places; Year 3: Oceans and Seas

Key Knowledge

What is climate? (DK My First Encyclopedia: p.34-35)

- I know that climate is the average weather for that area over time: weather can change in minutes, climate looks at weather conditions over time.
- I know that the Philippines has a hot and damp tropical climate whereas England has a temperate climate with cool, wet winters and warm, wet summers.
- I know an area's distance from the equator is one factor that affects its climate: places closer to the equator feel more of the sun's heat because of the Earth's tilt
- I know cities can have microclimates and can be warmer than surrounding countryside because roads and buildings hold the Sun's heat longer than trees and grass.
- I know a country's climate affects how its people dress, their houses and the crops they grow.

What is climate change? (DK My First Earth Encyclopedia: p.38-39)

- I know that our planet has gone through lots of changes of climate in its long history (recap Ice Age: Y3)
- I know that recently, temperatures have got hotter and this is probably because of human activity
- I know that the Earth's atmosphere keeps our planet warm like a duvet; however, it traps gases such as carbon dioxide and methane; these are called **greenhouse gases** because too much of these gases can cause the Earth to overheat.
- I know most greenhouse gases come from burning of fuel by power stations, aeroplanes and cars
- I know over-farming animals such as cows causes too much methane in the atmosphere
- I know climate change can cause weather to become more extreme: hotter countries could get hotter and drier; colder countries could get colder and wetter; there could be more hurricanes and typhoons and more flooding and droughts.

How can we take care of our Earth? (DK My First Earth Encyclopedia: p.38-39 & 40-41)

- I know trees help balance the gases in the atmosphere (they take in carbon dioxide and release oxygen): planting new trees to replace trees that are cut down would help reduce greenhouse gases
- I know power stations burn fossil fuels to make electricity: turning off electrical devices such as screens and lights can reduce greenhouse gases
- I know that cars and aeroplanes burn a lot of fuel: I know walking or cycling where possible can reduce greenhouse gases

Vocabulary

equator, tropic of Capricorn, tropic of cancer, tropical, temperate, subtropical, microclimates, greenhouse gases, climate change, fossil fuels, absorb, climate, over-farming

Key Text(s)

DK My First Earth Encyclopedia: 34-35, 38-39, 40,41)
http://thebritishgeographer.weebly.com/the-climate-of-the-british-isles.html
https://www.metlink.org/primary/key-stage-2/
https://schools.fairtrade.org.uk/

Assessment Outcome

How can we help prevent climate change?

Children summarise the causes, effects and the key actions humans can take to reduce the impact of climate change

***Big Ideas**: The physical world, human environments, place and space, scale and interdependence*
***Key Skills:** Finding and organising geographical information and answering geographical questions*.

Year: 4	Unit: Arctic and Antarctica

Links to other subjects

Animals
Living things in their Habitat

Prior Learning

Year 1: My Country; Year 2: Hot and Cold Places

Key Knowledge

What are the polar regions and where are they? (DK First Earth Encyclopedia 51-52)

- I know that the polar regions are among the coldest, windiest and most remote places on Earth
- I know that the Arctic is a huge, frozen ocean that surrounds the North Pole
- I know that Antarctica is a huge, isolated continent covered in thick ice and this is where the South Pole is
- I know that humans have lived in the Arctic for thousands of years but there is no evidence that humans used to live on Antarctica
- I know that there are lots of land animals that live in the Artic (e.g. polar bears) but no land animals live on Antarctica (but penguins do rest there)

What is a tundra? (DK First Earth Encyclopedia 52-53)

- I know the tundra is a type of land that lies mainly around the Arctic Circle
- I know the tundra is cold and windy with little rain; I know that because of these harsh conditions few animals live there
- I know some of the animals that live in the tundra and the ways they've adapted to cope: Arctic foxes (eat anything they can find); Lemmings (burrow and tunnel underground to keep warm); snowy owls (build nests on ridges instead of trees because there aren't many trees); reindeer (use their hoofs and antlers to reach grass beneath the snow)
- I know that the tundra is under threat because humans are extracting oil and minerals from the ground and this can damage the fragile ecosystem by destroying food for the animals that live there

What animals live in the Arctic? How do they cope? (DK Animal Encyclopedia 54-55)

- I know that some animals only migrate to the Arctic during the warmer summers
- I know that the polar bear is perfectly adapted for the Arctic: thick layer of fur, waterproof hair, small round ears (prevents heat loss) and creamy white camouflage

What animals live in the Antarctic? How do they cope? (DK Animal Encyclopedia 56-57)

- I know that most animals migrate away from the Antarctic during its winter months with the one exception of the emperor penguin
- I know the emperor penguin is perfectly adapted for the Antarctic: tightly packed feathers to trap warmth; many layers of fat; waterproof feathers and a short bill that reduces heat loss (extension reading DK Eye Witness: 30-31)

What is the future of our polar regions? (Netflix: Our Planet Frozen Worlds)

- I know that humans burning fossil fuels is causing the planet to warm and that this results in the sea ice melting
- I know that a reduction in sea ice greatly affects the animals that live in the polar regions:
    - no krill for penguins and whales to eat (and therefore no seals for orca to eat)
    - no safe nesting places for seals and walruses
    - no camouflage for polar bears to use when hunting
- I know that the sea ice reflects the suns energy back into space (because it is white); I know that as the sea ice melts more and more of the sun's energy is absorbed and that this warms up our planet further
- I know that there is 40% less sea ice today in the summer in the Arctic than there was in 1980 and that by 2040 most of the Arctic will be mostly free of ice in summer
- I know that humans could help protect the polar regions by using clean, renewable energy and by rewilding our planet https://www.ourplanet.com/en/video/how-to-save-our-frozen-worlds

Vocabulary

Antarctic, Arctic, migration, North Pole, sea ice, South Pole, rewilding, renewable energy, sustainable, adaptation, fossil fuels

Key Text(s)

DK My First Earth Encyclopedia; DK Animals Encyclopedia; Netflix Our Planet: Frozen Worlds: https://www.ourplanet.com/en/explore/frozen-worlds/

Assessment Outcome

What is the future of our polar regions?
Children explain the impact climate change is having on the polar regions and how the reduction in sea ice contributes to the warming of our planet
Big Ideas: The physical world, scale, young people's lives and interdependence
Key Skills: Finding geographical information and answering geographical questions

Year: 5	Unit: Restless Earth

Links to other subjects

Living things in their Habitats; rocks;

Prior Learning

Year 2: United Kingdom ; Year 3 Volcanoes and Earthquakes

Key Knowledge

What are the structures of the Earth? (CGP volcanoes and earthquakes, p2-7)

- I know the names and properties of the Earth's layers
- I understand that the Earth's crust is split into different 'plates' that float on the mantle
- I understand that this movement has created our continents and caused volcanoes and earthquakes

What are the different parts of a volcano?

- I know the different types of volcanic eruptions and the characteristics of them (explosive or effusive) (CGP volcanoes and earthquakes, p14)
- I know the major features of a volcano and can label them on a diagram (CGP volcanoes and earthquakes, p14/15)

What happened went Mount Vesuvius erupted?

- I know the story of the volcanic eruption of Mount Vesuvius in 79AD and the geographical impact this had on the region (CGP volcanoes and earthquakes, p8-13)

What causes earthquakes?

- I understand that tectonic plate movement can lead to an earthquake and even possibly a tsunami (CGP volcanoes and earthquakes, p24/25)
- I know how earthquakes are measured and some of the most damaging ever recorded worldwide (CGP volcanoes and earthquakes, p24/25)
- I can make links between tectonic plate boundaries and locations vulnerable to natural disasters (the ring of fire) (CGP volcanoes and earthquakes, p26/27)
- I know case study of the 2010 Haiti earthquake and the impact this had

Secondary objectives (non-compulsory content)

- I know the definition of a mountain and what causes them (DK Geography 31- 33)
- I know the locations of major mountain ranges of the world and can label them on a map
- I know famous mountaineers such as Edmund Hillary or George Mallory
- I understand mountains as a biome and know of the wildlife that live there and their adaptations (DK Animals Encyclopedia 58-59)
- I know the three P's (prediction, prevention and preparation) and how these can save lives in the event of an earthquake or volcanoes, comparing countries of contrasting economic income (CGP volcanoes and earthquakes, p28-33)
    - Prediction: Mount St Helens 1980 (USA) & Nevado del Ruiz 1985 (Columbia)
    - Prevention: Nepal 2015
    - Preparation: Haiti 2011 & Japan 2011

Vocabulary

aftershock, cone, conservative plate boundary, constructive plate boundary, continent, continental plate, cater, crust, destructive plate boundary, earthquake, effusive eruption, epicentre, eruption cloud, explosive eruption, focus, fold mountain, foreshock, geothermal energy, inner core, lava, magma, magma chamber, main vent, mantle, minerals, oceanic plate, outer core, Richter scale, secondary vent, subduction zone, tectonic plates, volcano

Key Text(s)

CGP: Volcanoes and Earthquakes
https://www.dkfindout.com/uk/search/tectonic-plates/

Assessment Outcome

How do volcanoes and earthquakes affect different countries?

Children produce a report providing details regarding the Haiti 2010 Earthquake

Big Ideas: The physical world, interdependence and place and space
Key Skills: Finding, organising and analysing geographical information and answering geographical questions

Year: 5	Unit: Water Security

Links to other subjects

Seasonal Changes / Everyday Materials

Prior Learning

Year 2: Hot and Cold Places; Year 3 Oceans and Seas; Year 4 Seasons and Climates

Key Knowledge

What is the Water Cycle? (DK Knowledge Encyclopaedia 62-63)

- I can explain how the water cycle works using the terms evaporation, condensation, precipitation and transpiration and can suggest ways in which humans impact this closed-system (DK Knowledge 62-63)
- I appreciate that because the hydrological cycle is a closed-system there is a finite amount of water available on Earth.

What is 'Water Security'? (DK Geography 194-195)

- I know that the water cycle is a closed system: water is a finite resource and cannot be created or destroyed
- I know that water is not evenly distributed across the globe: some areas have much more water that others

What affects water security? (DK Geography 194-195)

- I know there are human and physical factors that affect water security across Earth.
    - Climate (physical): areas with high rainfall and low temperatures have sufficient water
    - Geology (physical): in areas where the bedrock lets water seep through, aquifers can store water
    - Population growth (human): if demand for water exceeds the supply sources may be depleted
    - Infrastructure (human): dams and viaducts can improve availability, while reducing its supply elsewhere
    - Pollution (human): some sources can become unusable. Sources of water near mining and textile industries can be particularly polluted.
    - Poverty (human): poorer countries have limited infrastructure to provide freshwater for its people.

What is the impact of water security on a country? (DK Geography 194-195)

- I know that poorer countries who cannot afford technological solutions often face water insecurity
- I know that water insecurity impacts food production, availability of clean water to drink, conflict and a decline in industrial output

Vocabulary

Drought, greenhouse effect flood, deluge, climate, heatwave, lethal, scarce, fertile land, overgrazing, famine, wildfires, hydrological cycle, closed-system, infrastructure, geology, population growth, poverty

Key Text(s)

DK Knowledge Encyclopaedia 62-63
DK Geography 194-195

- (https://www.actionaid.org.uk/school-resources/resource/living-in-a-world-of-water)
- https://www.actionaid.org.uk/school-resources/resource/drought-360)

Assessment Outcome

What affects water security?

I can describe the human and physical factors that affect water security

***Big Ideas**: The physical world, human environments, place and space, and interdependence*
***Key Skills:** Finding and organising geographical information and answering geographical questions*

Year: 5	Unit: Deserts

Links to other subjects

Living things in their Habitats; Animals

Prior Learning

Year 2: Hot and Cold Places; Year 4: Seasons and Climates; Year 4: Arctic and Antarctica

Key Knowledge

What is a desert and where in the world are they found?

- I can read maps and globes using longitude and latitude, coordinates, and degrees.
- I can describe the three main climate zones: polar, tropical, and temperate.
- I can identify major deserts and be able to articulate their location relative to the equator, tropics or north/south pole
- I understand that the shared feature of all deserts—regardless of location—is aridity, or lack of water.

How are deserts formed?

- I understand that there are both hot and cold deserts
- I understand that deserts are often found close to the equator, where climate is at its warmest and drought is more regular
- I recognise that deserts can be warm or cold and that the freezing temperatures in polar climate zones also create a lack of precipitation
- I understand that deserts can also be formed where rainfall is blocked by neighboring mountains. These are called 'rain shadow deserts'

What living things can be found in the desert?

- I know the features of a desert oasis and how they assist in supporting life in these biomes.
- I know about plants such as the Aloe Vera plant with its thick epidermis and cacti, which store water in their thick stems protected by sharp spines.
- I understand how animals of the desert including the camel, kangaroo rat and scorpion adapt to life in the harshest conditions on earth. These features include thick, light coloured fur to insulate from the heat, extreme internal water conservation techniques, the ability to manipulate rates of metabolism and other energy conservation methods.

How do people live in deserts?

- I understand that indigenous people are the original people of a land and that the aboriginals are Australia's indigenous tribe.
- I understand that the aboriginal's deep knowledge of the land allowed these tribes to navigate the arid landscape and efficiently manage water whilst effectively hunting and gathering seasonal fauna and flora
- I appreciate the significance of aboriginal arts and music, including dot painting and the didgeridoo

Vocabulary

arid/semi-arid, basalt, Aboriginal people, basin, climatologist, desertification, evaporation (already know this), fault line, fossil fuel, game reserve, hemisphere, lava rock, marsupial, nomadic, oasis (oases), peninsula, precipitation (already know this), radiate, salt flat, salt marsh, semiarid, terrain

Key Text(s)

Core Knowledge Pupil Reader: World Deserts
DK Geography
DK Knowledge Encyclopedia
Planet Earth I: Episode 5
Planet Earth II: Episode 4

Assessment Outcome

How is there life in the deserts?

Children examine in detail the various ways plants, animals and humans have adapted to live in two contrasting deserts, emphasizing the differences and similarities between the deserts.

Big Ideas: *The physical world, human environment, interdependence and place and space*
Key Skills*: Finding geographical information and answering geographical questions*

Year: 6	Unit: Biomes and Conservation

Links to other subjects

Living things in their Habitats; Animals, including humans

Prior Learning

Year 2: Forests; Year 3: Oceans and Seas; Year 4: Arctic and Antarctica; Year 4: Rivers; Year 5: Deserts

Key Knowledge

What is a biome? Why are there different types of biomes? (DK Knowledge: 44-45)

- I know that 'climate' means an average weather pattern that occurs is a set area of many areas. I know that some of the factors that influence the climate experienced at a certain location are its distance from the equator and elevation above sea level
- I know that communities of plants and animals are different as a result of their climate. These are called biomes
- I know the 10 major biomes of Earth, their defining characteristics and their general whereabouts on Earth in relation to the equator and tropics of cancer and Capricorn (DK Knowledge: 44-45)

What is an ecosystem? (DK Knowledge: 122-123; 128-129; 126-127)

- I understand the term 'ecosystem', appreciating the role of all organisms within an ecosystem, the food chains within ecosystems and the sensitivity of the living and non-living parts of an eco-system (DK Knowledge: 122-123)
- I know the key features of:
    - African savannas (DK Knowledge 128-129)
    - Tropical rainforests (DK Knowledge: 126-127)

What is preservation and conservation and how does this affect eco-systems? (DK Geography 178-179; DK Animals Encyclopaedia)

- I know that preservation is the idea that areas of Earth so far untouched should be "preserved"
- I know that conservation is actively balancing the need to protect ecosystems while also acknowledging the need for human activity e.g. a national park
- I know that preservation and conservation can cause conflict between those that want to protect the land and those that want to use it e.g. poaching

What are the factors threatening the world's big cat populations? What is being done to protect these animals?

- I understand how poaching, farming and deforestation have impacted on big cat populations around the world
- I know the ways in which conservationists are tackling the declining figures of big cat populations around the world
    - https://www.natgeokids.com/uk/primary-resource/tiger-conservation-primary-resource/
    - https://www.wwf.org.uk/wildlife/tigers
    - https://www.nationalgeographic.org/projects/big-cats-initiative/about/

Secondary objectives (non-compulsory content)

- I understand the concept of trophic cascading in the context of the re-introduction of wolves at Yellowstone Park (https://vimeo.com/86466357)

Vocabulary

Habitats, biomes, climate, conservation, adaptation, species, ecosystem, microbes, fungi, coniferous, deciduous, deforestation, poaching, endangered, extinction, over-grazing, variety, ecosystem, trophic cascading, ecological succession

Key Text(s)

DK Knowledge Encyclopedia ; Key Text: CGP Living Planet
https://www.natgeokids.com/uk/primary-resource/tiger-conservation-primary-resource/
https://www.wwf.org.uk/wildlife/tigers
https://www.nationalgeographic.org/projects/big-cats-initiative/about/
Our Planet: Netflix; Planet Earth I and II BBC; Big Cats BBC

Assessment Outcome

How can we help prevent further decline of big cats across the globe?

Children examine in detail the key human and physical factors contributing to a decline in big cat numbers across the world. Children justify the need for human intervention and provide detailed accounts of what could be done to prevent further decline.

Big Ideas: *The physical world, human environment, interdependence and scale*
Key Skills*: Finding organising and analysing geographical information and answering geographical questions*

Year: 6	Unit: Climate Change

Links to other subjects

Seasonal Changes / Everyday Materials

Prior Learning

Year 3: Oceans and Seas; Year 4: Seasons and Climate; Year 5: Water Security

Key Knowledge

What is climate and how is it different to weather? (Revise and extend key knowledge from Y4; DK Geography 76-79)

- I can articulate the distinction between weather and climate (I know that climate is the average weather for that area over time: weather can change in minutes, climate looks at weather conditions over time.
- I know that the Philippines has a hot and damp tropical climate whereas England has a temperate climate with cool, wet winters and warm, wet summers.
- I know an area's distance from the equator is one factor that affects its climate: places closer to the equator feel more of the sun's heat because of the Earth's tilt
- I know cities can have microclimates and can be warmer than surrounding countryside because roads and buildings hold the Sun's heat longer than trees and grass.

How are humans impacting Earth? (DK Geography 166-169 & 172-173)

- I understand the effects of farming on the environment and its contribution to climate change (DK Geography 166-167)
- I know there are three major types of pollution (air, land and water) and can describe their causes and effects (DK Geography 168-169)
- I understand the causes and consequences of deforestation and am able to articulate how this is contributing to climate change (DK Geography 172-174)

What is climate change? (Revise and extend knowledge from Y4; DK Geography 175-177)

- I know that greenhouse gas emissions from the increased burning of fossil fuels are warming the Earth
- I can describe how climate change is affecting the environment and human life:
    - Environment: ocean warming, tropical storms and loss of habitat
    - Human life: flooding, reduced food supply, reduced water supply, change in seasons, damage to fishing industry and increase in wildfires

What is renewable energy and what are the pros and cons? (DK Geography 182-183)

- I understand that fossil fuels are not a sustainable energy source
- I know that 'renewable energy' means sources which are not limited
- I know the four main sources of renewable energy: biopower hydropower, wind power and solar power.
- I can describe the pros and cons of each renewable energy source

What can I do to reduce greenhouse gases? (CGP Living Planet p. 35)

- I can articulate how reducing the amount of paper / plastic we use, reducing the amount we travel by car and switching off electrical items when not in use can help reduce greenhouse gases

Vocabulary

Atmosphere, biome, carbon dioxide, climate, climate change, endangered, extinction, greenhouse gas, humid, landfill, microbe, photosynthesis, pollute, radiation, renewable energy, resource, pollution, atmospheric, terrestrial, hydrospheric, deforestation, sustainable,

Key Text(s)

DK Geography
CGP Living Planet P 30-35
Our Planet: Netflix

Assessment Outcome

What can be done about climate change?

Children investigate potential contributing factors to climate change at a local and global level. They examine what steps can be made at a local, national and global level to prevent climate change. They petition a local MP, providing a clear and detailed explanation of steps that could be taken.

***Big Ideas**: The physical world, human environments, place and space, scale, young people's lives and interdependence*
***Key Skills:** Asking geographical questions, finding, organising and analysing geographical information and answering geographical questions*

Year: 6	Unit: Case Study – Nottingham: How places change over time

Links to other subjects

History – Industrial Revolution

Prior Learning

Year 4: Rivers; Year 6: Industrial Revolution

Key Knowledge

What was Nottingham's role in the industrial revolution?

- I know that before the Industrial Revolution, cotton was mostly made in people's homes on spinning wheels and looms
- I know that in the 18th century, machines were introduced which could mass produce cotton in factories

What is urbansation?

- I know that people had to move to where there were factories in order to get work. This meant cities grew much bigger (e.g. Manchester, London, Birmingham and Nottingham). These factories were 'pull' factors.
- I know that 'Pull' and 'Push' factors are terms geographers use to describe why people move to or away from places.
- I know that urbanisation means when people move from rural areas to urban areas
- I know that Nottingham was one of the world's biggest exporters of lace during the Industrial Revolution; I know the local canal and train networks meant good made in the Lace Market could be transported to the coast and then all across the globe

How did Nottingham change during the Industrial Revolution?

- I know that most people used to live in rural areas where there was lots of space and conditions were relatively clean
- I know that as populations of cities grew so did rates of crime
- I know that the dense populations and storing of import/exported goods meant there was more temptation for crime in these new urban areas
- I know that the living conditions for people in these areas were not good: spaces were cramped and there was public hygiene (sewage, refuse etc.). I know the working people of Narrow Marsh, Nottingham lived in such conditions

Vocabulary

Push factor, pull factor, export, industrial, population, urbanisation, rural, hygiene, trade, global

Key Text(s)

Industrial Revolution pupil reader

Assessment Outcome

How did Nottingham change during the Industrial Revolution?

Big Ideas: *The physical world, human environment, interdependence and scale*
Key Skills*: Finding organising and analysing geographical information and answering geographical questions*