

Geography Curriculum



Thompson Primary
School

Aims of Geography at Thompson Primary School

At Thompson Primary School, the aims of Geography are to teach our children an understanding of places and environments. Through their work in Geography, our children will learn about the local area and think about how life in this area compares with other regions in the UK and the wider world. The children will spend time looking at maps, learning how to draw and interpret maps, developing their research, investigation, analysis and problem solving skills. Through the study of human geography, the children will also gain an understanding of life in other cultures. Our Geography curriculum will encourage children to understand and investigate the physical world so that they recognise the importance of sustainability and protecting the environment in which we live.

Our Geography curriculum aims to provide a range of geographical experiences both in and out of the classroom, encouraging children to build their interest and enjoyment, knowledge and understanding of the subject. We will develop a sense of place by looking at the local area in which they live and placing this within the wider context of the world around them. There will be an emphasis on developing geographical vocabulary and communicating geographical information in a variety of ways.

Curriculum Map

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Wrens (R)</u>	N/A	N/A	Local area investigation	N/A	N/A	Let's explore - map skills
<u>Robins (1/2)</u>	Continents and oceans	N/A	Local area study	N/A	N/A	N/A
<u>Skylarks (3/4)</u>	N/A	Rivers and the water cycle	N/A	Europe study - Italy	N/A	N/A
<u>Barn Owls (5/6)</u>	N/A	UK National Parks	Europe study - Scandinavia	N/A	N/A	Europe study - Russia

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Wrens (R)</u>	N/A	N/A	Local area investigation	N/A	N/A	Let's explore - map skills
<u>Robins (1/2)</u>	N/A	N/A	Biomes	Africa study	N/A	UK and London study
<u>Skylarks (3/4)</u>	South America and the Amazon Rainforest	N/A	North America	N/A	Polar regions	Natural disasters
<u>Barn Owls (5/6)</u>	N/A	N/A	South America and the Galapagos	N/A	Map skills and local area study	N/A

Early Years Curriculum

In the EYFS, children will be introduced to geography through exploring the world around them. We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

<u>Early Years Curriculum</u>	<u>When is it taught?</u>
<p><u>Understanding the World</u> 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 Recognise some environments that are different to the one in which they live</p>	<p>Term 6 Term 3</p>
<p><u>People, culture and communities (ELG)</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Term 2 Term 3 Term 5</p>
<p><u>The natural world (ELG)</u> 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. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Term 3 Term 6 Seasons - Terms 1, 2, 4 and 5</p>
<p><u>Past and present (ELG)</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Term 3 Term 5</p>

Key Stage 1

By the end of key stage 1, pupils should have developed 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.

During key stage 1, they should be taught to:

<u>National Curriculum</u>	<u>When is it taught?</u>
Name and locate the world's seven continents and five oceans	Cycle A Term 1 Cycle B Term 4 Cycle B Term 3
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Cycle B Term 6 Cycle A Term 3
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Cycle B Term 3 Cycle B Term 4
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	Cycle A Term 1 Cycle A Term 3 Cycle B Term 3 Cycle B Term 4
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	Cycle A Term 1 Cycle A Term 3 Cycle B Term 3 Cycle B Term 4 Cycle B Term 6
Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Cycle A Term 3 Cycle B Term 4 Cycle B Term 6
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	Cycle A Term 1 Cycle B Term 4 Cycle B Term 6
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.	Cycle A Term 3 Cycle B Term 4 Also covered through the mathematics curriculum
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and	Cycle A Term 3 Cycle B Term 3 Cycle B Term 4 Cycle B Term 6

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.	Cycle A Term 3

Key Stage 2

During 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.

They should be taught to:

<u>National Curriculum</u>	<u>When is it taught?</u>
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<p>Year 3/4 Cycle A Term 4 Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 3/4 Cycle B Term 5 Year 3/4 Cycle B Term 6 Year 5/6 Cycle A Term 4 Year 5/6 Cycle A Term 6 Year 5/6 Cycle B Term 3</p>
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	<p>Year 3/4 Cycle A Term 2 Year 3/4 Cycle B Term 3 Year 5/6 Cycle A Term 4 Year 5/6 Cycle B Term 4</p>
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<p>Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 3/4 Cycle B Term 5 Year 5/6 Cycle B Term 3 Year 5/6 Cycle B Term 3</p>
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<p>Year 3/4 Cycle A Term 4 Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 5/6 Cycle A Term 4 Year 5/6 Cycle A Term 6 Year 5/6 Cycle B Term 3</p>
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<p>Year 3/4 Cycle A Term 2 Year 3/4 Cycle A Term 4 Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 3/4 Cycle B Term 6 Year 5/6 Cycle A Term 3 Year 5/6 Cycle A Term 4 Year 5/6 Cycle A Term 6 Year 5/6 Cycle B Term 3 Year 5/6 Cycle B Term 4</p>

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Year 3/4 Cycle A Term 4 Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 5/6 Cycle A Term 3 Year 5/6 Cycle A Term 4 Year 5/6 Cycle A Term 6 Year 5/6 Cycle B Term 3 Year 5/6 Cycle B Term 4
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3/4 Cycle A Term 2 Year 3/4 Cycle A Term 4 Year 3/4 Cycle B Term 1 Year 3/4 Cycle B Term 3 Year 3/4 Cycle B Term 5 Year 3/4 Cycle B Term 6 Year 5/6 Cycle A Term 3 Year 5/6 Cycle A Term 4 Year 5/6 Cycle A Term 6 Year 5/6 Cycle B Term 3 Year 5/6 Cycle B Term 4
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.	Year 3/4 Cycle B Term 5 Year 3/4 Cycle B Term 6 Year 5/6 Cycle A Term 3 Year 5/6 Cycle B Term 4
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..	Year 5/6 Cycle A Term 3 Year 5/6 Cycle B Term 4

Strand Development - Skills

<u>Threads</u>				
	<u>Geographical Enquiry</u>	<u>Direction/Location</u>	<u>Mapwork</u>	<u>Scales/Distance</u>
<u>Reception</u>	Identify and describe key features of the local environment Use photos and pictures to locate places in the local environment. Talk about the local environment	Talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the town park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc	Draw basic maps of the classroom/immediate local area or imaginary places. Represent key features with pictures. Learn the name of some places within the local area.	Use vocabulary such as near/far/over there to describe the location of things relative to themselves.
<u>Year 1/2</u>	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. Children encouraged to ask simple geographical questions, Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Follow directions (up/down, left/right, forwards/backwards, North, South, East, West)	Draw picture maps of real or imaginary places Use own symbols on a map Begin to understand the need for a key Use a simple picture map to move around school Follow a route on a map Use a plan view Use an infant atlas to locate places Learn the names of some places within/around the UK (e.g. home town, cities, countries) Locate and name major features on UK map (e.g. London, River Thames, seas)	Use relative vocabulary (bigger, smaller, like, dislike) Begin to spatially map places (e.g. recognise the UK on a large scale and small scale map)
<u>Year 3/4</u>	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Use 4 compass points to follow/give directions Use letter/number coordinates to locate features on a map Begin to use 8 compass points	Make a map of a short route experienced, with features in the correct order Make a simple scale drawing Know why a key is needed Use standard map symbols Begin to recognise symbols on an OS map Locate places on large scale maps Follow a route on a map with accuracy Begin to identify points on maps Begin to identify significant places and environments	Begin to match boundaries (e.g. find the same boundary of a country on different scale maps)
<u>Year 5/6</u>	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided	Use 8 compass points confidently and accurately Use 4 figure coordinates to locate features on a map Begin to use 6 figure grid references Use latitude and longitude on atlas maps	Draw a variety of thematic maps based on their own data Begin to draw plans of increasing complexity Draw a sketch map using symbols as a key Use and recognise OS map symbols Use atlas symbols	Measure straight line distance on a plan Find/recognise places on maps of different scales Use scale to measure distances Draw and use maps and plans at a range of scales

	<p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>		<p>Compare maps with aerial photos</p> <p>Select a map for a specific purpose</p> <p>Use atlases to find out about the features of places</p> <p>Locate places on a world map</p> <p>Identify significant places and environments</p>	
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Year 1 and Year 2 - Knowledge to be taught

<u>Local area study</u>				
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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 (plus countryside)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds along with the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> Understand what a settlement is and how types of settlement differ. Understand that they live in Thompson, which is a town in England. Know what human and physical features are. Identify the human and physical features in their local area. <p>This unit will build upon the locational knowledge and understanding of basic human and physical features studied in Reception.</p> <p>This unit is the first step in children understanding the environment around them. It is a precursor to the pupils studying human and physical features in their maps topic, settlement in their London topic.</p>	<p><u>Settlements</u></p> <p>Understand that settlements are places where people live and sometimes work.</p> <p>Understand that there are different types of settlement, depending on how many people live and work there.</p> <p>Know that a hamlet is a very small settlement with just a few houses.</p> <p>Know that a village is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall.</p> <p>Know that a town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.</p> <p>Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p><u>Location of Thompson</u></p> <p>Understand that the settlement they live in is called Thompson.</p> <p>Understand that Thompson is a village</p> <p>Know that as a Village, Thompson is bigger than a hamlet, but smaller than a town or city.</p> <p>Know that Thompson is near the city of Norwich.</p> <p>Know that Thompson is in England.</p> <p>Understand that England is a country and there are many countries around the world.</p> <p><u>Human and Physical Features in the Local Area</u></p> <p>Know that in the world there are things made by people and these are called human features.</p> <p>Know that in the world there are things NOT made by people and these are called physical features.</p> <p>Understand that school is a human feature, as it has been made by people.</p> <p>Understand that parts of our local area vary, depending on the human and physical features present.</p> <p>Identify some human and physical features in the local area: school, road, houses, street lights, railings, trees, Millennium Green- grass, trees, flowers, swings, paths</p> <p>Understand that within Thompson there are both human and physical features.</p> <p><u>Rural and Urban</u></p> <p>Understand that areas where few people live are called rural areas.</p> <p>Know that hamlets and villages are in rural areas.</p> <p>Know that rural areas have many physical features such as: beaches, forests, hills, rivers, fields, trees and less human features.</p> <p>Understand areas in which lots of people live are called urban areas.</p> <p>Know that towns and cities are in urban areas.</p>	<p>Create a tourist leaflet for Thompson and a map of the immediate local area</p>	

<p>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 compass directions (north, south, east and west) Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p>	<p>This unit also aims to help children: 1. Understand the basic principles of maps 2. Understand a map's purpose and how to use it. 3. Review human and physical features in their local area. This unit links to the building of the children's knowledge of human and physical features in other year 1 units. The unit is the foundation for children's learning in Year 3/4, where they study maps in greater detail. This unit gives pupils the opportunity to develop skills, which will underpin their geography knowledge throughout school: it will teach them how to read maps and how to use fieldwork skills to study their environment.</p>	<p>Know that urban areas have lots of human features such as: houses, shops, roads, cinema, restaurants and schools and less physical features.</p> <p>Maps Understand that a map shows you what an area looks like from an aerial view. Understand that aerial means 'from above' and when we look at something from above we call this an 'aerial view'. Aerial comes from the Latin word 'aerius' which means 'high in the air'. Understand that sometimes objects can look different from an aerial view. Understand that maps give us information about places and their locations. Understand that location means where something is. Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. Know that a key is needed on a map to explain the symbols. Know that maps often have compasses. Know the following OS Map symbols - road, footpath, railway station, castle, parking, place of worship, school, post office, toilet, trees. Apply skills to draw a basic map of the school grounds, including relevant symbols and a key. Know the compass directions: North, South, East, West. Understand directional language: near, far, left, right, forward, backward. Human and Physical Features on maps Use maps to revise the key human and physical features of the local area. Identify human and physical features in the local area.</p> <p>Fieldwork Understand that we use fieldwork to view an area ourselves. Understand how to remain safe, whilst participating in fieldwork. Know which human and physical features to look out for in the local area. Identify human and physical features in our local area. Understand how to record information gathered during fieldwork.</p> <p>Seasons Know that there are 4 seasons - Autumn, Winter, Spring and Summer. Know that the seasons occur in a cycle and that they consist of the following months. Know how the environment changes in each season. Autumn - Leaves change colour and fall from deciduous trees, harvest time, some birds migrate (e.g. swallows). Winter - Some animals including hedgehogs and tortoises hibernate throughout Winter (identify these animals) water freezes to ice. Many plants stop growing. Spring - Flowers begin to grow, associated with rebirth and growth, some baby animals are born (e.g. lambing season). Summer - Flowers and trees are in bloom. Know that the length of daylight varies between the seasons. Know that in the UK the longest day is June 21st (the Summer Solstice) and the shortest day is December 21st (the Winter Solstice). Know that there is equal daylight and night time at the Spring Equinox (around March 20th) and the Autumn Equinox (around 22nd September).</p>		
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Continents and Oceans - links to History unit: Explorers				
National Curriculum Links	Context	Key knowledge and vocabulary	End of topic outcome	Key texts that link to the topic
<p>Name and locate the world's 7 continents.</p> <p>Name and locate 5 oceans.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Name and locate the 7 continents. 2. Name and located the 5 oceans. 3. Understand how to use a map to locate continents and oceans. <p>This unit is the first introduction to continents and oceans. This unit will provide foundation knowledge, which will support the children's geography learning across school. In Year 1/2, they will study a country in a different continent (Africa) and in KS2 they will study a variety of locations in South America, North America and Europe.</p>	<p>Continents: understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Oceans and Seas: understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Continents Identify land and water on a map of the world. Know that in the world there are areas of land and areas of water. Understand that areas covered by land are split up into continents. Understand that each continent is split up into smaller areas of land called countries. Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica. Know that Oceania is often known as Australia or Australasia. Know that we live in a country called England, which is located in Europe and identify England on a map.</p> <p>Oceans Know that most of the world is covered in water. Understand that areas covered by water are split up into oceans. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Identify them on a map of the world. Know that on a map of the world, there often looks to be two Pacific Oceans. Understand that this is because the earth is a sphere and they are both part of the same ocean.</p>	<p>Create a podcast or blog entry for a chosen explorer</p>	

The UK: London - links to the History unit on The Great Fire of London				
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Name, locate and identify the characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the</p>	<p>The aim of this unit is for pupils to:</p> <p>1. Know that London is the capital city of England and understand where it is located within the UK.</p> <p>2. Know and be able to identify important landmarks in London and understand which are human features and which are physical features.</p> <p>This unit builds upon the knowledge of London from Reception. It gives the opportunity for pupils to see human and physical features in a different context. The children will progress to look at other countries in the UK and their capital cities.</p>	<p><u>Location of London</u></p> <p>Know that we live in a country called England.</p> <p>Know that London is the capital city of England.</p> <p>Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.</p> <p>Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions.</p> <p>Identify London on a map of the UK.</p> <p>Know that some other important cities in England are: Manchester, Birmingham, Newcastle and Liverpool - identify these cities on a map of UK.</p> <p>Know that Norwich is the nearest city to Thompson and identify Thompson and Norwich on a map of the UK.</p> <p>Know that Norwich is in the East of England and that London is in the South of England.</p> <p><u>London Landmarks</u></p> <p>Know and identify modern landmarks in London and understand their functions: Big Ben, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace.</p> <p>Understand that these landmarks are human features of London, as they were made by people.</p> <p>Know that London has 'tube trains' that run underground and this system is called the London Underground.</p> <p>Understand that the London Underground is a human feature of London, as it was made by people.</p> <p>Know that the Queen lives at Buckingham Palace.</p> <p>Know that the current queen is Queen Elizabeth II. She is known as the monarch. Know that the UK has a royal family.</p> <p>Know that the River Thames runs through London.</p> <p>Know that London was built around the River Thames as it was very useful for people to transport goods in boats along the river.</p> <p>Know that the River Thames is the second longest river in the UK.</p> <p>Know that the River Thames is a physical feature of London, as it has not been made by people.</p> <p><u>The UK</u></p> <p>Know that 4 countries make up the UK.</p> <p>Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p> <p>Know that UK stands for 'The United Kingdom of Great Britain and Northern Ireland', usually this is shortened to 'The United Kingdom'.</p> <p>Know that Great Britain is the name for England, Wales and Scotland.</p>	<p>Make period accurate houses and set them alight</p>	

United Kingdom
and its countries

Know that Northern Ireland is part of an island to the west of the UK.
Know that the southern part of the island is known as **Ireland or Eire** and that this is not part of the UK.
Know that people from England are known as **English**, people from Scotland are known as **Scottish**, people from Wales are known as **Welsh** and people from Ireland are known as **Irish**.
Understand that each of the countries in the UK have their own capital city.
Know that the **government** of each country is based in its capital city.
Know capital cities in the UK and locate these cities on a map of the UK: **London, Cardiff, Edinburgh and Belfast**.
Know that the UK is surrounded by: **The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean**.
Know that the **English Channel** separates the UK and **France**, which is another country in **Europe**.
Understand that The English Channel is narrow and at its narrowest point it is only 21 miles wide.
Know that to travel to France, people can catch a **ferry**, which is a type of boat, or travel under the English Channel through the **Channel Tunnel**.
Know that people can travel in a car or on a train through the Channel Tunnel.
Know that people swim The English Channel.
Know that the **National Anthem** for the UK is 'God Save The Queen'.
Know that most countries have a national anthem and this is a special song which is linked to the history of the country.
Know that the **Union Flag** is the national flag of the United Kingdom (called the Union Jack when flown at sea).
Know that this combines aspects of three older national flags: the red cross of St George for the Kingdom of England, the white saltire (diagonal cross) of St Andrew for Scotland, and the red saltire (diagonal cross) of St Patrick to represent Ireland.
Know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a union.

Africa Study - Kenya (study a contrasting country)

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Pupils should be taught to: name and locate the world’s seven continents and five oceans</p> <p>Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Pupils should be taught to: identify the location of hot and cold areas of the world in relation to the Equator</p> <p>Pupils should be taught to: use world maps, atlases and globes to identify the countries,</p>		<p>Know the following facts about Kenya:</p> <ul style="list-style-type: none"> • Located in east Africa. • Population of around 44 million. • The capital city is Nairobi. • Mombasa, situated on the coast, is one of Kenya’s largest cities. • The Tana river is the longest river in Kenya. • Mount Kenya is the highest mountain (5200m). • Kenya’s coastline is on the Indian Ocean. • Swahili and English are the official languages. <p>Locate Kenya on a map:</p>  <p>Know that this is the Kenyan flag:</p>  <p>Know that Kenya lies on the equator.</p> <p>Know that the climate is hot, sunny and dry for most of the year.</p> <p>Know that there are hot, dry deserts in the north; it is hot and humid in the west; the highlands are cool.</p> <p>Know that Mount Kenya is high enough to be covered in snow all year round.</p> <p>Know the following facts:</p> <ul style="list-style-type: none"> • There are over 50 national parks and game reserves. 	<p>Create a comparative guide between the landscape and animals in an African country and the UK</p>	

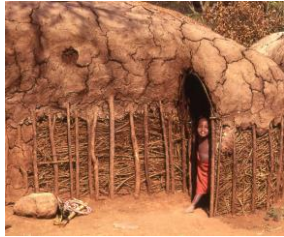
continents and oceans studied at this key stage

- They include different types of wildlife and habitats, including wetlands, grasslands, forest and savannah.
- The Maasai Mara National Reserve is one of the most popular reserves for tourists to visit.
- Millions of tourists visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'.
- Each year visitors come to watch the huge migration of wildebeest.
- Some animals in Kenya are endangered and are protected within the parks and reserves.

The Maasai Tribe

- Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung.
- Many Maasai are farmers and own large herds of cows, goats and sheep.
- The Maasai people love music and dance. They often sing and the men perform a special jumping dance.

Know that this is a traditional mud hut:



Know what Maasai look like:



School life in Kenya

- Most children in Kenya go to school, but not all of them.
- Some children, especially in rural areas, are too busy helping their families by working on the farm, cooking or fetching water.
- At school, some children may be different ages but in the same year group.

Know that the five largest and most dangerous African animals are:
African lion, African elephant, Cape buffalo, African leopard, White/black rhinoceros

Biomes around the world - links to Science unit Plants

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand that the earth's temperatures are hotter on the equator and colder at the North and South Poles. 2. Understand what a biome is. 3. Understand the environmental differences between a biome near the poles and a biome near the equator. <p>This unit introduces biomes and climate differences due to proximity to the equator and North and South Poles. This will be important as pupils progress through the curriculum, providing a foundation for understanding climate differences around the globe when pupils will study a variety of locations in South America, North America and Europe. In Year 6 Science, pupils learn about the tilt of the earth and the impact this has on temperatures around the globe. This unit will also introduce the Grassland or Savannah biome, which links to the children's study of Africa. The introduction of the rainforest biome also links to the Year 3/4 study of the Amazon.</p>	<p>Climate</p> <p>Understand that the earth has an imaginary line around the middle of it, this is called the equator.</p> <p>Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole.</p> <p>Understand that different locations on the earth are different temperatures.</p> <p>Know that places near the equator are hotter and places near the North and South poles are colder.</p> <p>Understand that climate refers to 'the weather conditions in an area over a long period of time.'</p> <p>Biomes</p> <p>Understand that the world is made up of different biomes.</p> <p>Know that a biome is a large area of the earth that has its own environment.</p> <p>Know that animals, plants, physical features and climate together make the environment.</p> <p>Know that there are lots of different biomes in the world.</p> <p>Understand that different biomes have different plants and animals, which are suited to living in their environment.</p> <p>Know that there are 6 main biomes and understand some of their features:</p> <p>Aquatic: these biomes cover most of the earth and are rivers, lakes, oceans and seas. These biomes are in the water and are home to lots of aquatic animals such as: fish, penguins, sea lions, dolphin and wales (located near North and South Poles)</p> <p>Tundra: this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here. It is near the North and South Poles, where it is coldest.</p> <p>Forest or Woodland: these biomes contain lots of trees. They are warmer than the Tundra biomes, but cooler than the other biomes. We live in a forest biome.</p> <p>Grassland or Savannah: these biomes are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands (located near Equator)</p> <p>Rainforest: Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals.</p> <p>Desert: these biomes are also near the equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti is one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.</p> <p>Understand that the biomes located near the North and South poles are Tundra biomes and they are very cold.</p> <p>Understand that the biomes located near the Equator are the Rainforest and Desert biomes and they are very hot.</p>	<p>Make a fruit and vegetable based picnic for parents</p>	

Year 3 and Year 4 - Knowledge to be taught

Rivers and Oceans - links to the Science unit on The Water Cycle				
National Curriculum Links	Context	Key knowledge and vocabulary	End of topic outcome	Key texts that link to the topic
<p>Physical geography, including rivers. Know key topographical features (including hills, mountains, coasts and rivers) within the UK. Physical geography, including the water cycle. Physical geography, including rivers.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Review knowledge of coasts and oceans from KS1. 2. Know the correct vocabulary to describe a river. 3. Know and be able to locate the longest rivers in the UK and the World. 4. Understand how the water cycle works. (Linked with science) 5. Review knowledge of the UK from Year 1/2. <p>This knowledge will underpin their learning about the water cycle, which is linked with science this half term. This unit also reviews knowledge learnt in Year 1/2 about the UK, giving pupils time to consolidate this knowledge and develop their learning by studying each country in the UK in more detail.</p>	<p>Oceans and Coasts Identify the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Know that the Pacific Ocean is the largest body of water, covering 1/3 of the world's surface. Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. Locate these bodies of water on a map. Understand that where the ocean or sea meets land, is called the coast. Know key vocabulary, be able to identify by pictures and label on a diagram: Know that a sea is smaller than an ocean. Know that a cliff is a steep, rocky slope that overlooks the sea. Know that a cave is a hollow in a cliff, caused by a crack in the cliff being widened by waves. Know that a beach is an area of sand or pebbles along a coast. Know that a bay is a wide, curved area of a sea or lake next to land.</p> <p>Rivers Understand that a river is a large natural stream of water flowing in a channel to the sea, a lake, or another river. Know that water always flows downstream, which means it flows downhill towards the sea. Use arrows on a map of UK rivers to show the direction of water flow. Know key vocabulary, be able to identify by pictures and label on a diagram: Know that a stream is a small, narrow river. Know that a canal is a man-made waterway, which is used by boats and ships to transport goods across land. Know that an estuary is where a river meets the ocean and the river and ocean mix. Know that the mouth of a river is the end of it, where it meets the sea, a lake or another river. Know that the source of a river is where it starts. Know that a tributary is a small river or stream that joins a bigger river. Know that the riverbed is the bottom of the river and it is usually made of sand, rocks or mud. Know that the current is the strength and speed of a river. Know that the riverbank is land at the side of a river. Know the five longest rivers in the UK: 1. Severn (354km) 2. Thames (346km) 3. Trent (298km) 4. Great Ouse (230km) 5. Wye (215km) Plot these 6 rivers on a map of the UK.</p>	<p>Publish a book of river poems and art work</p>	

This aspect of the unit will be the foundation for studying the geography of the UK in Year 6.

This unit reviews knowledge learnt in KS1 about coasts and oceans, giving pupils time to consolidate this knowledge. Pupils will learn about the longest rivers in the UK and in the World.

Know the five longest rivers in the world:

1. Nile (6700km) Africa
2. Amazon (6400km) South America
3. Yangtze (6300km) Asia
4. Mississippi-Missouri (6000km) North America
5. Yenisei-Angara-Selenga (5500km) Europe/Asia

Know the names and locations of the **seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.**

Use knowledge of continents to plot these rivers on a map of the world.

Water Cycle

The study of the water cycle is part of the discipline of **physics**, (the **hydrologic cycle**) - the study of the processes that shape our world and how we use it.

Know the term for each part of the water cycle: **evaporation, condensation, precipitation, runoff.**

Know that **evaporation** is when water changes from a **liquid to vapour (gas)** as a result of becoming hotter.

Understand that water becomes vapour at 100 °C as it is the boiling point of water.

Know that we measure temperature using degrees Celsius (°C).

Know that in many countries they use a Fahrenheit scale.

Know that **condensation** is the name of the process when water vapour changes into liquid through cooling.

Know that condensation also refers to the liquid as it appears on windows on a cold day.

Know that as water condenses **clouds** form in the sky. When it is cool enough, and a vast amount of water has formed, it falls in the form of rain and is called **precipitation.**

Understand that water will change from a liquid to a solid when cooled to 0°C and that this is the **freezing** process. When ice melts, it becomes liquid which becomes part of the water cycle again.

Know that about **70%** of the earth's surface is water.

Know that about **96%** of earth's water is stored in the oceans. Know that the remaining **4%** is stored in rivers, lakes, ice caps, glaciers, water vapour in the air, in the soil and even in animals.

Know that the river nearest to Thompson is the **Black Bourn river.**

Know that the longest river in England is the River Thames.

Know that the longest river in Scotland is called the River Tay.

Know that the longest river in Wales is called the River Towy.

Know that the longest river in Ireland is called the River Foyle.

Europe Study: Italy - links to History unit on the Romans

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) Know countries and major cities in Europe Know key physical and human characteristics of locations in Europe</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know where Italy is located within Europe. 2. Understand the key physical and human characteristics of Italy. <p>Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. Whilst studying the physical geography of Italy, pupils will begin to understand what a volcano is. This will be developed further in the Year 3/4 Natural Disasters and Year 5/6 where they study the Galapagos Islands. This is the first time pupils will study a European country and will be vital in widening their understanding of Europe. This will develop further when the pupils</p>	<p><u>Location</u> Know that Italy is located within the continent of Europe. Know that Italy is located in Southern Europe in an area called the Mediterranean. Understand that the area is called this, as it surrounds the Mediterranean Sea. Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe. Know that Italy has two large islands: Sardinia and Sicily. Recognise that Italy is often compared to the shape of a boot with the island of Sicily at the end of the 'boot'. Understand that within Italy, there are two small countries which govern themselves: San Marino and The Vatican City. Using knowledge of how to use an atlas and map reading, locate San Marino, The Vatican City, Sardinia and Sicily on a map of Europe. Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian). Listen to the national anthem (http://anthemworld.com/Italy.html)</p> <p><u>Physical Geography</u></p> <p><u>Climate</u> Understand that climate is the weather in a location over a long period of time. Know that Italy is warmer than the UK as it is further South, closer to the equator. Know that Italy has a Mediterranean climate which has mild winters and hot, dry summers. Know the north of Italy is generally cooler (especially in the mountains) and can get snow in winter.</p> <p><u>Coast</u> Know that a coast is where the land and sea meet. Know that Italy has a large coastline. Know that the Italian coast is a mixture of sandy beaches and rocky cliffs</p> <p><u>Mountains</u> Know that a mountain is a large landform that rises above the surrounding land. Know that there are two mountain ranges: 1. The Alps which cut across the top of the country. 2. The Apennines mountains stretch south down the entire length of the country.</p> <p><u>Lakes</u> Know that a lake is a large body of water. Know that there are long, thin lakes located in the north of Italy. Understand that these lakes can be found dotted between the Alps. Know that the largest of these lakes is Lake Garda.</p> <p><u>Volcanoes</u></p>	<p>Make shields and swords and reenact a battle on the field using accurate battle formations</p>	

study Scandinavia and Greece.

Understand that a volcano is an opening in the **earth's crust** from which **hot molten rock, gas, steam and ash** from inside the Earth, sometimes burst out of.

Know that there are 3 active volcanoes in Italy:

1. Mount Etna (which is the tallest active volcano in Europe)

2. Mount Vesuvius

3. Mount Stromboli

Understand that **active** means they have had at least one **eruption** during the past 10,000 years.

Understand that these volcanoes contribute to farming in the region, as the land around them is **fertile** and things grow easily there.

Human Geography

Know the **Italian** is spoken in Italy.

Know that the religion of Italy is **Christianity**.

Know that the population of Italy is around 60 million people (similar to the UK's 66million people).

Cities

Know 3 key cities in Italy: **Rome, Milan, Venice**

Culture

Know that Italy is famous for its art, architecture, and culture.

Know that famous Italian painters include Leonardo da Vinci and Michelangelo.

Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children.

Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil.

Landmarks

Know the following landmarks and locate them on a map:

The colosseum, The Vatican City, Grand Canal, Pompeii, Duomo di Milano, Leaning Tower of Pisa, Cinque Terre

Tourism

Know that **tourism** is very important in Italy.

Know that **tourists** are people who visit a place for pleasure.

Know that there are around 62 million tourists who visit Italy each year - this is larger than the population of Italy.

Understand that when visiting Italy, tourists like to:

1. Visit landmarks and cities
2. Visit coasts and sea
3. Visit mountains - especially for skiing in the winter.

South American Study: The Amazon Rainforest - links to Science unit on Plants

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Locate the world’s countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities Concentrate on environmental regions in South America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere 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 Physical geography, including:</p>	<p>The aim of this unit is for pupils to: 1. Understand where the Amazon River and Amazon Rainforest are located and the impact this has on their climate. 2. Understand the human and physical geography of the region, including the structure of the rainforest and human settlements. 3. Understand the impact of deforestation on the environment. This unit focuses on the Amazon River and rainforest in South America. It builds on knowledge in Year 3/4 when pupils study rivers. This unit looks in detail at a rainforest biome, which pupils first become familiar with in Year 1/2. Pupils will study the impact on the environment from deforestation, this will link to their work on the water cycle in</p>	<p><u>Geography of the Amazon.</u> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica. Know the names of the countries in South America – Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay, Venezuela. Using knowledge of how to use an atlas and map reading, locate these countries on a map of South America. Know the location of the equator and the Tropics of Cancer and Capricorn. Know that these are lines of latitude. Identify Northern and Southern Hemispheres. Know that most of South America is located in the Southern Hemisphere. Know that the Amazon River and the Amazon rainforest are located in South America. <u>Physical Geography</u> Know the five longest rivers in the world: 1. Nile (6700km) Africa 2. Amazon (6400km) South America 3. Yangtze (6300km) Asia 4. Mississippi-Missouri (6000km) North America 5. Yenisei-Angara-Selenga (5500km) Europe/Asia View aerial photographs of these rivers. Know that the Amazon River is located in South America. Know that the river starts in the Andes Mountains of Peru and travels through Ecuador, Colombia, Venezuela, Bolivia, and Brazil before emptying into the Atlantic Ocean. Understand that the Amazon River is so long, that it flows through completely different environments and landscapes on its journey to the sea. Understand that the Amazon River flows through the Amazon Rainforest. <u>Amazon Rainforest</u> Understand that a tropical rainforest is a kind of biome. Understand that the world is made up of different biomes. Know that a biome is a large area of the earth that has its own environment. Understand that different biomes have different plants and animals, which are suited to living in their environment Understand that tropical rainforests are located along the equator, due to the amount of sunshine and rainfall these areas have. Understand that the Amazon Rainforest is located in the north of South America, along the equator. Know that parts of the Amazon Rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana. Know that the majority of the Amazon Rainforest is located within Brazil.</p>	<p>Create a presentation convincing a group of loggers not to destroy the rainforest</p>	

climate zones, biomes and vegetation belts, rivers
 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 Understand geographical similarities and differences through the study of human and physical geography of a region in South America

Year 3/4. Human impact on the environment will continue to be explored throughout Year 5/6 when pupils study Russia and the Galapagos Islands.

Know that rainforests also exist in: **North America, Africa, Asia and Oceania** following the equator.
 Know that tropical rainforest biomes contain more species of animals and plants than any other biome.
 Understand that tropical rainforests have a hot and wet **climate** all year round.
 Know that climate refers to ‘the weather conditions in an area over a long period of time.’
 Know that plants and trees in rainforests grow in **layers**.
 Know that different animals live in different layers.
 Know the features of the layers of rainforest:

Emergent Layer	This is the top layer of the rainforest. These are the tallest trees in the rainforest and can reach 70 metres tall. They have huge leafy crowns that spread out to catch as much sunlight as possible. It is hot, wet, and windy in the emergent layer.	Only a few animals live in this layer, most of which are birds - they look for nesting places away from predators. Some of the animals that can be found in the emergent layer are: bird-eating tarantulas, hummingbirds and macaws.
Canopy	The canopy layer is located under the emergent layer. This is the dense leafy layer with trees about 40 metres tall. They spread their branches out to catch most of the sunlight and rain. There is plenty of food and shelter in this layer.	The canopy is home to most of the animals and plants of the rainforest. Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.
The Understory	The understory layer is located beneath the canopy. The understory does not get much sunlight. It is dark and humid here. Leafy bushes and small trees entwined with vines make up this layer.	Some larger animals use the understory layer for hunting. Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.
Forest Floor	The last layer of the rainforest is the forest floor layer. This layer is dark, humid, and hot. Only 5% of the sunlight makes it to the forest floor. A carpet of dead leaves forms the base of this dim and shady layer. Fewer plants grow here.	Anteaters, jaguars, and scorpions are some of the animals that live in the forest floor layer.

Human Geography Settlement

Understand that **settlements** are places where people live and sometimes work. Understand that there are different types of settlement, depending on how many people live and work there.
 Understand that within the Amazon Rainforest, there are different types of settlement.

Understand that there are **developed** areas with a few cities and towns, where there is a high population.

Understand that people living outside of the cities and towns, live in **undeveloped**, small settlements within the rainforest.

Understand that many of these settlements are **nomadic**, meaning that people move around and don't stay in one area for too long.

Understand that **tribes** living in the rainforest often use the **natural resources** in an area and when they have run out, they move their settlement to a new area with more resources.

Compare these two types of settlements within the Amazon Rainforest and the impact that might have on way of life:

	Manaus	Yanomami Tribe Settlement
Type	City	Small Settlement
Population	Around 1.8 million people	Around 38,000 people
Location	North-Western Brazil	Mountains of North Brazil
Houses	Some people live in wooden houses. These houses are built on stilts, to avoid flooding from the Amazon River. Other people live in modern flats and buildings.	They live in large circular communal houses called yanos or shabonos. Some of them have up to 400 people living in them. They use a central area of feasts, ceremonies and games.
Food	People buy food from shops.	Men hunt for game like peccary, tapir, deer and monkey. No hunter ever eats the meat that he has killed. Instead, he shares it out among friends and family. In return, he will be given meat by another hunter. Women tend to crops and collect nuts to eat.
Transport	People travel on roads by car and bus or on the river by boat.	There are no roads - people travel on foot.
Work	People mostly have jobs.	People don't have jobs; they complete tasks needed by their community. Everyone shares food/housing.

Trade and Economy

Understand the term '**economy**' as 'the system of money, jobs and trade within a country or region'.

Know that the South American economy consists primarily of **agriculture, forestry, industry and mining**.

Know the range of **agricultural** products that we use from the South American continent including: coffee, soybeans, wheat, rice, corn, sugarcane, cocoa, citrus, beef, bananas and shrimp.

Deforestation

Understand the term '**deforestation**' as 'the action of clearing a large area of trees'.

Understand that forests are cut down for two reasons:

1. So that the wood from trees can be sold, as it is a valuable **natural resource**.

		<p>The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel.</p> <p>2. To clear land for farming.</p> <p>Cattle grazing: this provides meat for restaurants and supermarkets.</p> <p>Crops: such as sugar cane and palm oil.</p> <p>Know that every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this rate continues, there will be no rainforests in 100 years.</p> <p>Understand the impact of deforestation including:</p> <p>Lack of biodiversity: the number of different species becomes smaller.</p> <p>Soil erosion: tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.</p> <p>Climate change: Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming.</p> <p>Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.</p> <p>Habitat loss: Animals and plants lose their home so some may become endangered or extinct.</p> <p><u>Conservation and Sustainability</u></p> <p>Understand that it is important that humans act to save the rainforest.</p> <p>Understand that we can help protect the rainforest in a number of ways:</p> <ol style="list-style-type: none">1. Planting new trees in locations where the forest has been cut down.2. Create protected parks within the rainforest, to stop the tree from being cut down in those areas. <p>Understand that there are ways in which everyone can help protect the rainforest:</p> <ol style="list-style-type: none">1. Buying Fair Trade products as these will ensure that the rainforest was not damaged in the making of the product.2. Don't buy products containing palm oil, as this is one of the items grown in deforestation areas.		
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North America				
National Curriculum Links	Context	Key knowledge and vocabulary	End of topic outcome	Key texts that link to the topic
<p>Locate the world's countries, using maps to focus on North America. Know countries and major cities in North America. Know key physical and human characteristics of locations in North America. Concentrate on environmental regions in North America. Physical geography, including Mountains, volcanoes and earthquakes. Use 4- and 6-figure grid references. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know where the USA is located and understand how it is organised into states. 2. Understand how earthquakes are caused and the impact they have. 3. Understand key geographical areas, cities and landmarks in California. <p>In this unit, pupils will study North America for the first time. This unit will provide a foundation for future learning about North America in Year 5/6 (Central America). The study of earthquakes in this unit will link to work on natural disasters in Year 3/4, where pupils will study earthquakes again. Throughout this unit, pupils will be reviewing key concepts that are prevalent throughout school: physical features, human features, climate and</p>	<p>Location of California</p> <p>Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.</p> <p>Know that North America is made up of 23 countries.</p> <p>Using knowledge of how to use an atlas and map reading, identify North America on a map of the world.</p> <p>Know that the United States of America (USA) is a country within North America.</p> <p>Know that the USA is bordered by Canada to the north and Mexico to the south.</p> <p>Know that the USA is made up of 50 states.</p> <p>Know that a state is an area including many cities and towns, similar to counties in England.</p> <p>Identify the flag of the USA. Know that there are 50 stars on the flag - one to represent each state.</p> <p>Know that California is a state within the USA.</p> <p>Know that California is located on the West coast of the USA, besides the Pacific Ocean.</p> <p>Using knowledge of how to use an atlas and map reading, identify California on a map of the USA.</p> <p>Earthquakes</p> <p>Understand that California has a fault line running the entire length of it.</p> <p>Know that this fault line is called the San Andreas fault.</p> <p>Understand that places located along the fault line frequently experience earthquakes, although most are very small and unnoticeable.</p> <p>Understand that occasionally stronger earthquakes happen and these can be very dangerous.</p> <p>Know that in 1906 there was a large earthquake in the city of San Francisco, which is located on the fault line.</p> <p>Know that this earthquake was 7.9 on the Richter Scale.</p> <p>Know that this earthquake destroyed houses and broke gas pipes and water pipes.</p> <p>Understand that the broken gas pipes led to fires, which were unable to be put out due to the broken water pipes.</p> <p>Know that many people had to live in tents for 2 years, until their houses could be rebuilt.</p> <p>Regions</p> <p>Know that California is a large state - it is 1.7 times the size of the UK.</p> <p>Understand that this means within California there are 4 different regions, each with their own distinct features.</p> <p>Know that these regions are: coastal, desert, mountain, valley</p> <p>Cities</p> <p>Know that there are many cities in California - over 480.</p>		

	<p>environment. Studying these concepts in relation to California, is an opportunity for pupils to deepen their understanding of the concepts, by considering them in a new context.</p>	<p>Know that Los Angeles is to the South of California and San Francisco to the North. Using knowledge of how to use an atlas and map reading, locate these cities on a map of California. Understand that Los Angeles is warmer and sunnier than San Francisco (it is further south and nearer to the equator). Know that San Francisco is known as 'The Windy City' as it is often windy and foggy. Know the key landmarks of each of these cities: Understand that these landmarks are all human features, as they have been made by people. Understand that these landmarks are tourist destinations, meaning people travel to visit them. Know the following landmarks: Hollywood Sign, Hollywood Walk of Fame, Golden Gate Bridge, Alcatraz, Lombard Street.</p>		
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Polar Regions - links to History unit on Significant People: Matthew Henson

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Identify the position and significance of the Arctic and Antarctic Circle.</p> <p>Identify the position and significance of the Northern Hemisphere and Southern Hemisphere.</p> <p>Physical geography, including biomes and vegetation belts.</p> <p>Physical geography, including climate zones.</p> <p>Use the 8 points of a compass.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> Understand and locate lines of latitude and longitude. Understand the environment in the Arctic and Antarctic Circles. Understand what Climate Change is and the impact it is having on the world's polar regions. <p>This unit links to pupil's knowledge of the equator and to other lines of latitude and longitude. This provides a foundation for further work on this throughout KS2, culminating in pupils' understanding of time zones in Year 5/6. This unit reinforces the relationship between proximity to the equator and temperature. In this unit, pupils will focus on environments in the Arctic and Antarctic Circles, which underpins</p>	<p>Compass Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</p> <p>Labelling the Earth Know where the Equator is located and the impact this has on temperature. Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map. Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the Prime Meridian is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Arctic Circle Know that the Arctic Circle is at the north of the earth. Know that the North Pole is the most northern point and it is in the Arctic Circle. Know that the Arctic Circle is in the Northern Hemisphere. Know that two continents are within the Arctic Circle: Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland North America - USA, Canada Understand that only parts of these countries are within the Arctic Circle. Know that the Arctic Ocean is in the Arctic Circle. Using knowledge of how to use an atlas and map reading, identify these countries on a world map. Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months.</p>		

their learning about Scandinavia in Year 5/6..
In this unit, pupils will begin to explore Climate Change, the impact it is having on our planet and things they can do to help. This will be studied in greater detail, across KS2.

Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months.

Know that the average temperatures in the Arctic range from about 12°C in the summer to about -34°C in the winter.

Antarctica

Know that the **Antarctic Circle** is at the south of the earth.

Know that the **South Pole** is the most southern point and it is in the Antarctic Circle.

Know that the Antarctic Circle is in the Southern Hemisphere.

Know that **Antarctica** is the only continent inside the Antarctic Circle.

Know that Antarctica is in the **Southern Ocean**.

Understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it.

Know that Antarctica's winter lasts for 8 months.

Know that Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89°C

Know that the average temperatures range from about 10°C in the summer to -60°C in the winter.

Know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile.

Know that Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years.

Tundra Biome

Understand that the Arctic and Antarctic Circles have the coldest **climate** on earth.

Know that climate refers to 'the weather conditions in an area over a long period of time.'

Know that the coldest recorded temperature in Antarctica is -89 °C.

Know that the coldest recorded temperature in the Arctic is -67.7 °C.

Know that within the Arctic and Antarctic Circles is a Tundra Biome.

Know that this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here.

Know that this biome can only be found near the North and South Poles, where it is coldest.

Know that **permafrost** exists around the North and South Poles and that this is where the ground is frozen for two or more years without thawing.

Know that this makes it very difficult for life to flourish.

Understand that some animals are able to survive in these harsh environments:

Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls.

Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins

Climate Change

Understand that climate change (or **global warming**), is the process of our planet heating up.

Know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C.

Understand that humans contribute to global warming by:

1. Burning **fossil fuels** (burning coal and oil)

		<p>2. Farming (cows producing methane gas)</p> <p>3. Deforestation (cutting down trees)</p> <p>Understand that this can have a negative impact for our world, especially in the Arctic and Antarctic.</p> <p>Understand that a warmer climate could affect our planet in a number of ways:</p> <ol style="list-style-type: none">1. More rainfall2. Changing seasons3. Shrinking sea ice4. Rising sea levels <p>Know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.</p> <p>Understand that this is destroying the habitats of the animals living in these environments and they are struggling to survive.</p> <p>Understand that we can help climate change by:</p> <ol style="list-style-type: none">1. Walking or cycling rather than travelling in cars or buses.2. Using less energy - turn off lights, TVs, laptops etc when you aren't using them.3. Recycling		
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Natural Disasters				
National Curriculum Links	Context	Key knowledge and vocabulary	End of topic outcome	Key texts that link to the topic
<p>Physical geography, including volcanoes and earthquakes.</p> <p>Human geography, including the distribution of natural resources including energy, food, minerals and water.</p> <p>Human geography, including types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know the structure of the earth and how this contributes to natural disasters such as: volcanoes, earthquakes and tsunamis. 2. Understand how volcanoes, earthquakes and tsunamis occur and the impact they have. 3. Know an overview of other natural disasters. <p>In this unit pupils will review the structure of the earth and tectonic plate movements, which they briefly studied when looking at earthquakes in the North America unit.. They will study the causes of volcanoes, building on from work in the Italy unit, and the positive and negative impacts that volcanoes have on the environment. This will be vital in preparation for Year 5/6 where pupils will study the</p>	<p><u>The Structure of the Earth</u> Know the structure of the earth - crust, mantle, outer core and inner core. Know that the crust is a layer of rock around the Earth. Know that the mantle forms about half of the Earth Know that the upper mantle is hard but there is magma (liquid rock) beneath. Know that the core is mostly made of iron. Know that temperatures at the core can reach 5500oC</p> <p><u>Tectonic Plates</u> Know that the earth's crust is made up of different pieces, called tectonic plates. Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move. Know that the edges of plates, where two plates meet, are called fault lines or faults. Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes. Understand that faults can rub together, push toward each other, or pull away from each other.</p> <p><u>Volcanoes</u> Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Understand that the openings in the earth's crust are along fault lines, where the different plates meet. Know that volcanoes form when magma reaches the Earth's surface, causing eruptions of lava and ash. Know that lava is what we call magma when it is above ground. Know that as lava cools it forms solid rock. Know the causes of a volcanoes: <ol style="list-style-type: none"> 1. Magma rises through cracks or weaknesses in the Earth's crust. 2. Pressure builds up inside the Earth. 3. When this pressure is released, magma explodes to the surface causing a volcanic eruption. 4. Over time, after several eruptions, the rock builds up and a volcano forms. Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'</p> <p><u>Structure of a Volcano</u> Know the structure of a volcano including magma chamber, main vent, secondary vent, secondary cone, crater. Know how to label a diagram of a volcano. Know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean)</p> <p><u>Classifying Volcanoes</u> Know that volcanoes can be described in terms of activity and can be: Active - a volcano that has erupted recently and is likely to erupt again. Dormant - a volcano that has not erupted for a long time, however, it may still erupt in the future.</p>		

Galapagos Islands, which were formed by volcanoes. In this unit, pupils will also study how earthquakes and tsunamis are formed. They will look at the impact of these and other natural disasters on the environment.

Extinct - a volcano that erupted thousands of years ago and will probably never erupt again.

Positive and Negative Effects

Know that volcanic eruptions can have a devastating effect on people and the environment. However, volcanoes can also have a positive impact on an area. These positive impacts can help to explain why people choose to live near volcanoes.

<u>Positive</u>	<u>Negative</u>
The dramatic scenery created by volcanic eruptions attracts tourists. This brings income to an area.	Many lives can be lost as a result of a volcanic eruption. Human and natural landscapes can be destroyed and changed forever
The lava and ash deposited during an eruption breaks down to provide valuable nutrients for the soil. This creates very fertile soil which is good for agriculture.	If the ash and mud from a volcanic eruption mix with rain water or melting snow, fast moving mudflows are created. These can be dangerous.
When volcanoes erupt underwater, islands can form which otherwise wouldn't have existed. E.g. The Galapagos Islands, Hawaii	Gases released from volcanoes can suffocate animals and people.

Mount Etna Study

Know that there are 3 active volcanoes in Italy:

- 1. Mount Etna (which is the tallest active volcano in Europe)**
- 2. Mount Vesuvius**
- 3. Mount Stromboli**

Understand that active means they have had at least one eruption during the past 10,000 years.

Know that Mount Etna is located in Sicily and is one of the largest volcanoes on Earth.

Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map.

Know that there were large eruptions in 1669, 1971, 2017.

Know that about a quarter of the population of Sicily live near Etna.

Know that this is because the soil is very **fertile** as a result of the volcanic activity and this ensures good conditions for growing citrus fruit, such as lemons and limes.

Know that many people from around the world come to see Mount Etna bringing money into the economy. This is an example of **tourism**.

Know that the people living near Etna look for warning signs such as an increase in temperature near the volcano, an increase in gas being released or a change in the shape of the volcano.

Know that when an eruption is expected sometimes people are **evacuated** from their homes.

Earthquakes

Know that earthquakes are a violent jolt that shakes the land.

Understand that two edges of the earth's crust rub against each other, this can cause sudden movements which can lead to earth tremors or earthquakes.

	<p>Know that earthquakes are measured on the Richter Scale.</p> <p>Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.</p> <p>Understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens.</p> <p>Know that many earthquakes are very small and unnoticeable.</p> <p>Know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.</p> <p>Understand that occasionally stronger earthquakes happen and these can be very dangerous.</p> <p>Know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.</p> <p>Understand that the place directly above the ground where the earthquake starts is called the epicentre.</p> <p>Understand that the further you are away from the epicentre, the less you feel the earthquake.</p> <p><u>Tsunami</u></p> <p>Know that Tsunami is a Japanese word which means 'harbour wave'.</p> <p>Know that a tsunami is a large sea wave caused by a large volume of water being moved.</p> <p>Know that they are often caused by earthquakes happening under the ocean.</p> <p>Know that a tsunami looks like a very large wave.</p> <p>Understand a tsunami flows onto the land in large waves, causing destruction and flooding.</p> <p><u>Overview of other natural disasters</u></p> <p>Know that an avalanche is a large mass of snow that falls down the side of a mountain.</p> <p>Know that floods are a large amount of water covers an area which is usually dry, for example when a river flows over its banks</p> <p>Know that forest fires are large, uncontrolled fires in a forest or wooded area</p> <p>Know that hurricanes are an extremely violent wind or storm</p> <p>Know that a tornado is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.</p>		
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Year 5 and Year 6 - Knowledge to be taught

UK National Parks																													
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>			<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>																							
	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> Understand what a National Park is, where they are located and some features of the UK's National Parks. Understand the physical and human features of the Broads. Compare two National Parks: The Broads and The Pembrokeshire Coast. Understand the impact of tourism in our National Parks and how sustainable tourism can help protect these environments. <p>Throughout this unit, pupils will study National Parks in the UK. In this unit pupils will be given an overview of all the National Parks in the UK, before focusing on the Broads and the Pembrokeshire Coast, comparing and contrasting these</p>	<p>Geography of UK</p> <p>Know that we live in England, which is a country in the UK.</p> <p>Know that the UK is located in the continent of Europe.</p> <p>Know that 4 countries make up the UK. Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p> <p>Understand that some maps contain varying colours to show high and low areas of land.</p> <p>Understand that areas of different heights are also shown using different colours - a key is used to show how high the land is.</p> <p>Understand the topographical map of the UK.</p> <p>Know that the topography of an area impacts on its landscape and environment.</p> <p>Understand that many areas of: Scotland, Wales, Northern and Western England have areas of high elevation - understand that these areas are mountainous.</p> <p>Understand that the South and West of England are areas of low elevation, meaning they are flatter areas of lowland.</p> <p>Understand that in the UK we have 15 National Parks.</p> <p>Know that a National Park is a protected area because of its wildlife, beautiful countryside or cultural heritage.</p> <p>Know National Parks welcome visitors so that everyone can enjoy these areas of natural beauty.</p> <p>Know that there are 10 national parks in England, 3 in Wales and 2 in Scotland.</p> <p>Know where the National Parks are located on a map of the UK.</p> <p>Know some features of National Parks in the UK.</p>																											
		<table border="1"> <thead> <tr> <th colspan="3"><u>High elevation national parks</u></th> <th colspan="3"><u>Low elevation national parks</u></th> </tr> <tr> <th><u>National park</u></th> <th><u>Location</u></th> <th><u>Features</u></th> <th><u>National Park</u></th> <th><u>Location</u></th> <th><u>Features</u></th> </tr> </thead> <tbody> <tr> <td align="center" colspan="6">Scotland</td> </tr> <tr> <td>Cairngorms</td> <td>North East Scotland</td> <td>UK's largest National Park and UK's highest mountain range. It contains the</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<u>High elevation national parks</u>			<u>Low elevation national parks</u>			<u>National park</u>	<u>Location</u>	<u>Features</u>	<u>National Park</u>	<u>Location</u>	<u>Features</u>	Scotland						Cairngorms	North East Scotland	UK's largest National Park and UK's highest mountain range. It contains the					
<u>High elevation national parks</u>			<u>Low elevation national parks</u>																										
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Cairngorms	North East Scotland	UK's largest National Park and UK's highest mountain range. It contains the																											

locations. Pupils will also look at the positive and negative implications of tourism and how sustainable tourism can help to protect the environment. This is a precursor to their work on the Galapagos Islands in Year 5/6.

		highest mountain in Scotland and the UK - Ben Nevis.			
Loch Lomond and The Trossachs	North West Scotland	Lochs, forests and mountain ranges. Home to the largest lake in the UK - Loch Neagh.			
England					
Lake District	North West England	High mountains and deep glacial lakes. Contains the highest mountain in England - Scafell Pike.	New Forest	South England	Woodlands, wild heathlands and roaming ponies.
Northumberland	North East England	Wide open moorland, covered in purple heather. It contains a famous monument: Hadrian's Wall	South Downs	South England	White cliffs, rolling green and gold hills, ancient woodland and lowland heaths.
North York Moors	North East England	Wide open moorland, covered in purple heather with a coastline along the North Sea.	The Broads	East England	UK's waterland National Park with over 200km of waterways, over a quarter of the UK's rarest wildlife.
Peak District	Central England	A contrasting landscape made up of rugged, rocky moorlands and grassy limestone dales.			
Dartmoor	South West England	Wild open moorlands, iconic granite tors. Heather covered moors, wooded valleys and many			

		rivers.			
Wales					
Brecon Beacons	South Wales Inland	Mountain ranges, hills and valleys.	Pembrokeshire Coast	South Wales	Limestone cliffs, golden beaches and hilly volcanic headlands. UK's only fully coastal National Park.
Snowdonia	North Wales Inland	Mountain ranges, hills and valleys. It contains the highest mountain in Wales - Mount Snowdon.			

The Broads

Physical Features

Know that The Broads are renowned for their biodiversity - the area is home to more than quarter of the rarest wildlife in the UK. Birds are in abundance and around 230 nationally important invertebrates (mini-beasts) can be found in the Broads including Britain's largest butterfly, the Swallowtail, and the rare Norfolk hawker dragonfly.

Wildlife

Mammals: Chinese Water Deer, Otter, Water Vole

Birds: Bittern, Cetti's Warbler, Common Tern, Great Crested Grebe, Kingfisher

Invertebrates: Common Blue Damselfly, Norfolk Hawker Dragonfly, Swallowtail Butterfly

Plants: Fen Orchid, Ragged Robin, Yellow Flag Iris

Climate Change:

Understand that due to climate change the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.

Understand that due to this, the Broads recently faced some extreme weather.

Understand that the extreme weather can damage the local environment:

- damage to woodland during stormy weather, affecting woodland habitats
- certain species of plants may not survive due to the changing weather
- drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere
- falling water levels in the lakes during the warmer months.

Human Features

Tourism:

Communities:

UK: maps and the local area				
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Other aims of this unit are for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the purpose of a map. 2. Understand different types of maps and how to read them. 3. Apply this knowledge to read maps confidently. 4. Understand and locate lines of latitude and longitude. <p>This unit builds on the basic introduction to reading maps, pupils have in Year 1/2. This unit follows on from pupil's work in Year 3/4 on lines of latitude and longitude. It gives pupils the opportunity to review previous learning and apply</p>	<p><u>Maps</u></p> <p>Understand that from space, the Earth looks like a sphere, or ball, containing land and water. Know that a globe is a model of the Earth and shows what it looks like from space. Understand that globes show how the land is divided into different countries - around 200 of them. Know that the countries on our planet are located in seven different continents. Understand that maps are useful tools to help people find their way to and from somewhere. Know that they are much easier to carry than a globe and much more detail can be added to them. Understand that maps can show the whole world, a single country or even a single town or village. Know that maps of different countries can be put together in a book called an atlas or they can be on a single sheet of paper. Know that in the past, maps were hand-drawn by using careful measurements of the ground. Today, computers and tablets show aerial photographs, which are photographs taken from space by satellites and joined together to make very detailed images. Know that some maps are so detailed that you can zoom in and see a birds-eye view of where you live. Know that a bird's eye view is an area, as it looks from above. Understand that a map is a two-dimensional drawing of an area. Know that maps can show the countryside, a town, a country or even the whole world. Understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills. Know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere.</p> <p><u>Reading Maps</u></p> <p><u>Compass Points:</u> Understand that the top of most maps is north and a compass can be used to find which direction north is. Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West.</p> <p><u>Scales</u></p>		

their knowledge to a new context.

Understand that maps are not drawn to the same size as the ground because they would be far too big, instead they are drawn to a smaller scale.

Understand that the scale on a map is a set of numbers that can be used to **compare** distances and can be written, for example, as 1:25,000 This means that the actual size of the ground is 25,000 times bigger than it is on the map.

Understand that scale can also be written as cm to km - for example 4cm to 1km means that every four centimetres on the map is one kilometre in real life.

Grid References

Understand that a **grid reference** tells you where something is on a map.

Know that there are two parts to a grid reference:

The 1st letter or number tells you how far across the map something is.

The 2nd letter or number tells you how far up the map something is.

Understand that all the grid lines are numbered to help find specific areas on the map.

Know that **Eastings** are the numbers that run from left to right on the map.

Know that **Northings** run from south to north.

Understand that using the 2 digits of the easting and the 2 digits of the northing creates a **four-figure grid reference**.

Understand that this is the reference for the bottom left corner of a square on the map.

Know that four-figure grid references are used to locate a particular grid square on a map.

Know that this makes it easier to search the map for features.

Understand that we can use **six-figure grid references** to find an exact location within a grid square, so they are much more accurate than four-figure grid references.

Understand that we can make our references even more precise by adding an extra number to both the easting and northing.

Keys and Symbols

Understand that **symbols** are used on a map to represent the human and physical features of an area and show where they are located.

Know that a **key** is needed on a map to explain the symbols.

Revise the following **OS Map symbols** - road, footpath, railway station, castle, parking, place of worship, School, post office, toilet, trees.

Know the following new OS symbols - motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve.

Know that a key is needed on a map to explain the symbols.

Apply skills to draw a map of the local area using relevant symbols.

Contours

Understand that some maps, especially ones that people use to find their way around the countryside, contain **contour** lines. Understand that contour lines are lines that show high and low areas of land.

Know that when the contour lines are close together it means the hill or mountain is **steep**, when they are far apart it means the land is **flatter**.

Understand that areas of different heights are also often shown using different colours - a key is used to show how high the land is.

Using Atlases

		<p>Understand that an atlas is a collection of maps. Know that within an atlas, there are different types of maps depending on what you need. Understand that the best way to find a location within an Atlas is to look at the index. Know that the index is at the back of the atlas and that it lists locations alphabetically. Know that when you find the location in the index, there will be a page number and grid reference to help you locate it in the atlas.</p> <p><u>Local Area</u></p> <p>Know that Thompson and Watton are situated in an area called The Brecks or Breckland. Know that it covers over 400 square miles Know that Breckland is an unusual and unique part of South Norfolk and spills over across the border into Suffolk. Know that it is one of the driest areas in England lying to the east of the Fens and southwest of the Norfolk Broads and it is home to interesting flora and fauna including the rare and shy, but non-indigenous, golden pheasant. Know that The Brecks was a vast open heathland and during Prehistoric times, was mined for flint and these workings can be seen and admired by visiting Grimes Graves. Know that the open heath nowadays has been turned into farmland dotted with gorse. Know that in 1914 Thetford Forest was planted and today supplies vast quantities of wood as well as being a tourist attraction and an area of scientific and geographical interest. Know that a large area of the heath has been preserved by the British Army who still train on the Stanford Battle area, alongside sheep gently grazing the heath. Know the following facts:</p> <ul style="list-style-type: none">● It is the warmest and driest part of the UK, whilst a frost can occur almost in any month● Two-thirds of the land is farmed● There are Neolithic flint mines, medieval churches, priories and rabbit warrens● 40% of the Brecks has a special conservation designation● Stone curlew, nightjar and woodlark are distinctive Breckland birds <p><u>Wildlife in the Brecks</u></p> <p>The Brecks is one of the most important wildlife areas in Britain. Species are found here from the Mediterranean and Russian steppes that often don't appear anywhere else in the UK. Know that the area has the UK's only inland sand dunes and relic glacial ponds known as 'pingos' . Know that there are also meres or lakes that are fed from underground water and five rivers which cross the Brecks. Know that the unique wildlife has been shaped by the soils, climate and human land-use. Know that the Brecks has both sandy and chalky soils and lies in the driest part of England with ground-frosts occurring in all months of the year. Farming on these marginal soils led to fields only farmed once in 3 to 5 years and then left to rest. These areas formed the original 'brakes' more recently known as Breckland and The Brecks. Know that rabbit farming or 'warrening' in the medieval period led to vast open heathland warrens with few or no trees and shrubs.</p>		
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		<p>Know that recent forest planting of the largest lowland forest in the UK has attracted some of its own special wildlife with over 25% of UK woodlark and over 10% of UK breeding nightjars. Over 65% of UK's Stone Curlews are found here as well; an enigmatic bird that breeds here after overwintering in Spain and North Africa.</p> <p>Know that many plant species grow here which are rare or absent from other parts of Britain including tower mustard, fingered speedwell, Breckland thyme and military orchid. At West Stow Country Park you can see some of these plants specially grown near the visitor centre.</p> <p>Know that there are 25 species of invertebrates found in the Brecks and they are currently listed as being in danger of extinction in Britain.</p> <p>Know that there are 10 bat species breed in the Brecks, making special use of the river valley habitats as feeding grounds.</p> <p><u>Pingos</u></p> <p>Know that the effects of the last 'ice age' can be seen nowhere else in Britain and Ireland as extensively as in The Brecks. 12,000 years ago, ice bubbles created Pingos and permafrost created distinctive patterns and features.</p> <p>Know that the word 'pingo' comes from an Eskimo word meaning 'hill'.</p> <p>Know that Pingos are found today in the arctic tundra. They are ice mounds fed from below by groundwater which grow every winter and then melt in summer, forming a crater-like pond. As the mounds grow the overlying soil is shifted off them to form a surrounding rim or rampart.</p> <p>Know that Pingo ponds formed when ice mounds in the topsoil finally melted and collapsed to form irregular pools at the end of the last Ice Age.</p> <p>Know that most pingo ponds in the UK have been ploughed up and lost but three pingo systems remain in the Brecks – the best place to see them today is Thompson Common.</p> <p>Know that these ancient ponds are home to a unique range of wildlife species, including some very unusual water beetles. More typical of pools much further north, these beetles may well represent "mini-mammoths" – species left over from the last Ice Age!</p>		
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Europe Study: Russia - links to History unit on WW2

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Physical geography, including climate zones. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Identify the position and significance of Northern Hemisphere and Southern Hemisphere.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand time zones. 2. Understand the human and physical geography of Russia. 3. Understand renewable and non-renewable energy resources. <p>In this unit, pupils will understand how time zones across the world work. This will link to their Science lessons, where pupils will be learning about Earth's rotation. Pupils will study Russia: its human and physical features. They will learn about the different biomes in Russia and the animals which live in these habitats. The main focus of this unit will be on energy resources. Pupils will study renewable and non-renewable energy.</p>	<p>Time Zones Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle. Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the Prime Meridian is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. Know that there are 24 different time zones across the world. Know that this is because of the Earth's rotation, which means that it is day time in some countries, whilst it is night time in others. Know that time is set from the Prime Meridian which is in Greenwich, London. Know that the time measured in Greenwich is called Greenwich Mean Time and all other time zones are measured east or west from this point. Know that if you move east from the Prime Meridian you will be ahead of Greenwich Mean Time and if you move west, you will be behind Greenwich Mean Time. Know that each time zone changes by +/- one hour, from the previous time zone. Know that Greenwich Mean Time is abbreviated to GMT and time is often written as GMT+/- hours. Know that New York is GMT -5h and Dubai is GMT +4h. Know that because the Earth is spherical, eventually the east and west time zones meet each other. Understand that where they meet is called the International Date Line. Know that when you cross it moving east you subtract a day and when you cross it moving west, you add a day. Know that the International Date Line is located in the Pacific Ocean. Know that Russia is so vast, it spans across 11 time zones.</p> <p>Where is Russia? Know that Russia is quite unusual in that its land mass is so big that it spans two continents: Europe and Asia. Know that Moscow is the capital city of Russia. Know that Russia has coastlines along the The Arctic Ocean The Pacific Ocean. Know that the longest river in Russia is the Ob River (world's seventh- longest river) Know that there is a Mountain Range through Russia: Ural Mountains Know that the surrounding countries are: Belarus, China, Finland, Ukraine.</p>		

Using knowledge of how to use an atlas and map reading, plot these locations and features on a map.
Know the Russian **Flag**.
Know that over 115 million people live in Russia compared to 66 million in the UK.
Know that about three- quarters of Russians live in cities. The capital, Moscow, is Russia’s largest city by far with St. Petersburg being the second largest.

Physical Features of Russia
Biomes:
Understand that the world is made up of different **biomes**.
Know that a biome is a large area of the earth that has its own **environment**.
Know that animals, plants, physical features and climate together make the environment.
Know that there are lots of different biomes in the world.
Understand that due to its size, Russia contains **four different biomes: Tundra, Desert, Forest, Grassland (Steppe)**.

Wildlife:
Know that as Russia is so huge, it is home to a large number of ecosystems and different species.
Know that its forests, grasslands and tundra provide habitat for many rare animals, including Asiatic black bears, snow leopards, polar bears, and small, rabbit-like mammals called pikas.
Know that Russia’s most famous animal species is the Siberian tiger, the largest cat in the world.

Energy in Russia
Know that we need energy to power electricity.
Renewable Energy Resources
Know that **wind, solar and water** energy are often called renewable energy sources because their supply is never-ending. They can be used continually as the supply will never run out. Although this energy is not easy to capture, it is clean, unlike **fossil fuels**.
Know that there are different types of renewable energy:
● **Wind power:** Wind farms containing many turbines are a common sight in windy places such as mountains and on coastlines. A wind turbine uses the force of wind to spin the blades. The electricity generated by the turbine is carried by cables to nearby towns and cities. Wind is free but there are times when there isn’t enough wind to meet demand.
● **Solar power:** Heat from the sun can be trapped by solar panels placed in sunny places such as on roofs. They absorb (take in) heat and use it to heat water. Like wind power, it is ‘green’ but it can be expensive to set up and not all people like the look of the panels.
● **Water power:** Falling water has a lot of energy, dams can be built across rivers to create a reservoir, or lake. The water is let out of the reservoir to the turbines at the bottom. The further water falls, the more energy it has. Like wind and solar power, water power doesn’t pollute the environment but it may disturb water-based animals such as fish.
Know that Russia has great stores of oil and gas, making it a wealthy and powerful country. Russia has recently gained an important role as an ‘energy superpower’.

Non-renewable Energy Resources
Know that non-renewable energy comes from sources that will run out.
Know that there are different types of non-renewable energy:

	<ul style="list-style-type: none">● Fossil Fuels: oil, coal and gas are known as fossil fuels. They are found within the ground and are quite easy to find and transport (usually in large pipes). About three-quarters of the electricity generated in the UK comes from power stations fuelled by fossil fuels. Energy from the burning fuel is used to boil water. The steam turns turbines, and these turn electrical generators. Unfortunately, the use of fossil fuels releases pollution, including carbon dioxide, which is a greenhouse gas and increases global warming. They are classed as non-renewable because eventually, they will run out.● Gas and Oil: oil is made over millions of years from tiny plants and animals, called plankton. The plankton are trapped under many layers of sand and mud. Over millions of years, the dead animals and plants get buried deeper and deeper. The immense weight of the layers of mud causes the remains to become a liquid, known as crude oil which can be used to power cars. Natural gas is also produced which is often used for cooking.● Coal: coal is formed from plants, especially trees that become buried in muddy swamps. Over millions of years, more layers of mud form and they press down and the plant matter. Over many years of the plant matter being squashed, it changes into coal, which is burned to produce energy.● Nuclear Fuel: one way of producing electricity is to use nuclear fuel. The main nuclear fuels are uranium and plutonium, which are metals mined from the ground. Russia is one of only 6 countries that has a large supply of uranium and plutonium. In a nuclear power station, the energy released is used to boil water. The steam spins turbines, which then drive generators to produce electricity.<ul style="list-style-type: none">a. Advantages: Does not produce carbon dioxide and a very small amount of nuclear fuel produces large amounts of electricityb. Disadvantages: Nuclear fuels are non-renewable energy resources. They will run out one day if we keep on using them. If there is an accident, large amounts of radioactive material could be released into the environment. In addition, nuclear waste remains dangerously radioactive and harmful to health for thousands of years. It must be stored safely.		
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South America and the Galapagos - links to Science unit on Evolution and Inheritance


<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Locate the world’s countries, using maps to focus on South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Know countries and major cities in South America. Know countries and major cities in South America. Identify the position and significance of the Equator. Physical geography, including volcanoes and earthquakes.</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> Understand where the Galapagos Islands are located and the impact this has on their environment. Understand how the Galapagos Islands were formed and the impact this has on their environment. Understand why the Galapagos Islands are unique and why humans need to protect them. <p>In this unit pupils will learn about the Galapagos Islands. They will draw together their knowledge of tectonic plates and volcanoes; oceans; environment and wildlife to understand how and why the Galapagos Islands are unique.</p> <p>This unit will support their learning in Science, where they will be studying evolution. Pupils will learn about how the</p>	<p>Labelling the Earth</p> <p>Know where the Equator is located and the impact this has on climate. Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map. Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the Prime Meridian is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle. Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Know that the Galapagos Islands are located in South America. Using knowledge of how to use an atlas and map reading, identify South America on a map of the world. Know that South America is surrounded by the Atlantic Ocean and Pacific Ocean and identify them on a map.</p> <p>Galapagos Islands Location</p> <p>Know that the Galapagos Islands (where Darwin made many of his observations) are located 1000km (800 miles) off the coast of Ecuador, South America. Know that the Galapagos Islands are located in the Pacific Ocean. Locate the Galapagos Islands on a map.</p>		

	<p>environment in the Galapagos Islands helped Darwin develop his theory. Finally, pupils will study the Galapagos Islands in modern day and understand the impact humans could have on their unique environment.</p>	<p>Know that the Galapagos Islands are located on the Equator. Know that the Galapagos Islands have a warm climate due to their proximity to the equator. Know that the Galapagos archipelago is made up of 14 large islands, 7 smaller islands and over 100 rocks and islets. Know that an archipelago is a collection or group of islands. <u>How the Galapagos Islands were Formed</u> Know that the Galapagos Islands were formed by volcanoes erupting under the surface of the ocean and that some of those volcanoes are still active today. Know that the process of the Galapagos Islands being formed: 1. Volcanic eruptions began to break through the ocean floor as a result of tectonic activity. 2. These eruptions built underwater mountains as the lava cooled. 3. The mountains continued to grow with each new eruption. 4. Eventually, some mountain tops emerged from the sea. 5. The Galapagos Islands formed. Understand that the very first island is thought to have formed between 5 and 10 million years ago. Understand that the youngest islands, Isabela and Fernandina, are still being formed, the most recent volcanic eruption was in 2009. <u>Environment</u> Know that the Galapagos Islands are made of cooled volcanic lava and appear very rugged as a result. Know that they have a wide range of terrestrial (land) and marine (sea) habitats. Know that the islands have: humid forests, sandy beaches, sea cliffs, rocky shores and coral reefs. Know that the Galapagos Islands are known for their mountains, coasts and coral reefs. Know that due to how they were formed, the environment in the Galapagos Islands consists of high volcanic mountains, craters, and cliffs. Know that on the Galapagos Islands the volcanic rocks have broken down into fertile soil, which is ideal for plants to grow in. This has led to lots of vegetation on the islands. Know that the Galapagos archipelago is located at a point where nutrient rich cool waters from the south, warm currents from the north, and a deep cold current from the west all mix together. The mixing of these ocean currents means that a unique mix of animals and plants live there. Know that the Galapagos Islands have a unique range of habitats: humid forests, sandy beaches, sea cliffs, rocky shores, lagoons, salt flats and coral reefs. Know that this unique range of habitats has led to a variety of animals and plants on the Galapagos, many of which don't exist anywhere else. <u>Wildlife</u> Know that the range of habitats means that a great variety of animals and plants can be found on and around the Galapagos. Know some of the animals found in the Galapagos: <ul style="list-style-type: none"> • Galapagos giant tortoises • Marine iguanas - the only ones in the world • Galapagos penguins • Hammerhead sharks • Fur Seals </p>		
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		<ul style="list-style-type: none">• Sea Lion• Blue-footed Booby <p>Know that most of the animals and plants living on the Galápagos archipelago (group of islands) are descended from those that travelled the 1,000km from the continent of South America millions of years ago. Insects, birds and plants arrived by air – either flying or drifting in the wind, while animals floated across the ocean on rafts of leaves or branches.</p> <p>Know that nearly 20% of marine life in Galapagos is endemic, found nowhere else on earth. This is very rare.</p> <p><u>Protecting the Galapagos Islands</u></p> <p>There is no single reason for why the Galapagos Islands are as they are. They have been formed and shaped by a variety of different processes and would look quite different and have very different plants and animals if any one of these processes were to change. In this way, Galapagos represents a globally unique landscape that requires careful management if people are to continue to enjoy it for generations to come.</p> <p>Know that there is limited development in the Galapagos Islands due to their lack of accessibility and distance from other countries.</p> <p>Know that the lack of development has led to plants and animals thriving on the islands and existing in a perfect ecosystem.</p> <p>Know that the increase of tourism on the islands is having a negative impact on the environment and animals living there.</p> <p>Know that the government of Ecuador is trying to protect the Islands by limiting the tourism that takes place there and developing a model of sustainable tourism.</p> <p>Know that there are many conservation projects in the Galapagos Islands to protect the animals and the unique environment.</p> <p>Know that people are only allowed to live in small areas of the island so that the wildlife and plants are protected. This is part of the conservation plan for the islands and the ocean around them.</p> <p>Know that laws prevent things such as too much fishing, too many people living there or too many visitors. This will hopefully protect the variety of plants and animals and the beauty of the islands for the future.</p>		
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Europe study: Scandinavia - link to History unit on the Anglo Saxons and the Vikings

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> Understand and locate lines of latitude and longitude. Understand where Scandinavia is located, the countries it consists of and their key features. <p>This unit follows on from pupil's work in Year 3/4 on lines of latitude and longitude. It gives pupils the opportunity to review previous learning and apply their knowledge to a new context. In this unit, pupils will study Scandinavia focussing on the key features of each country. This will support their learning in History, where they will study the Anglo Saxons and Vikings.</p>	<p>Labelling the Earth</p> <p>Know where the Equator is located and the impact this has on temperature. Know that it is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. Know that it is extremely difficult for humans to survive at the North and South Pole because of the cold temperatures. Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map. Know that to find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom. Know that the Prime Meridian is a line of longitude, which runs through London. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Arctic Circle</p> <p>Know that the Arctic Circle is at the north of the earth. Know that the North Pole is the most northern point and it is in the Arctic Circle. Know that the Arctic Circle is in the Northern Hemisphere. Know that two continents are within the Arctic Circle: Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland North America - USA, Canada Understand that only parts of these countries are within the Arctic Circle.</p> <p>Scandinavia</p> <p>Understand that Scandinavia is located within the Arctic Circle, in Northern Europe. Understand that 3 countries (Norway, Denmark and Sweden) make up Scandinavia. Know that these countries are colder than the UK as they are further North, away from the equator. Using knowledge of how to use an atlas and map reading, locate these countries on a map of Europe.</p>		

<u>Denmark (Kingdom of Denmark)</u>	<u>Norway (Kingdom of Norway)</u>	<u>Sweden (Kingdom of Sweden)</u>
		
Capital City: Copenhagen Language: Danish	Capital City: Oslo Language: Norwegian	Capital City: Stockholm Language: Swedish
Population: 5.5 million people	Population: 5.08 million people	Population: 9.5 million people
Location: Shares a land border with Germany and is connected to Sweden by a bridge. Also includes the self-governing territories of the Faroe Islands and Greenland in the north Atlantic Ocean.	Location: Shares a border with Russia, Finland and Sweden.	Location: Shares a land border with Finland and Norway, and is connected to Denmark by a bridge.
Environment: A flat country. Around 65% of Denmark is farmland and 11% woodlands. Denmark also has many beautiful beaches around its coastline.	Environment: Fjords and mountainous terrain. Fjords are narrow inlets from the sea, with steep mountains on either side. An inlet is a long, narrow bit of water that goes from the sea to land.	Environment: Forests cover over 50% of Sweden. There are also around 100,000 lakes and over 24,000 islands throughout the country. The largest lake is Lake Vanern.
Famous For: LEGO was invented in Denmark. Hans Christian Anderson came from Denmark - he is an author who wrote fairy tales such as: The Little Mermaid, The Princess and the Pea, The Snow Queen and The Emperor's New Clothes.	Famous For: Norway is often described as the "Land of the Midnight Sun", because during the summer months they have around 20 hours of sunlight a day.	Famous For: A famous dish of Sweden is Swedish meatballs, served with gravy, boiled potatoes and lingonberry jam. World's 3rd largest producer of music (after UK and USA).

