St John's RC Primary Dartmouth - Geography Enquiry Overview

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A	Where in the world are hot and cold places? (Simples)	Map skills	What is the Geography of where I live?
Year B	How does the weather affect our lives?	How are the Gruffalo's woods different or the same to our local woods and the Rainforest?	How is the Island of Coll linked to our local area?

CLASS 2	Autumn Term	Spring Term	Summer Term
Year A	Why don't Penguins need to fly? KS1 enquiry	How and why is my local area changing? LKS2 enquiry	Why does it matter where my food comes from? KS1 enquiry
Year B	How does the geography of Kampong Ayer compare with the geography of where I live? KS1 enquiry	Why do some Earthquakes cause more damage than others? LKS2 enquiry	Why do we love being beside the seaside? KS1 enquiry

CLASS 3	Autumn Term	Spring Term	Summer Term
Year A	Why do so many people in the world live in megacities? LKS2 enquiry	How do volcanoes affect the lives of people on Hiemaey? KS2 enquiry	Why is fair trade fair? KS2 enquiry
Year B	How can we live more sustainably? LKS2 enquiry	How is India saving the Tiger? KS2 enquiry	Why do our seas and oceans matter so much? KS2 enquiry
Year C	Who are Britain's National Parks for? KS2 enquiry	What is a river? KS2 enquiry	Why are jungles so wet and deserts so dry? LKS2 enquiry

Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Intellectual skills
Where are Hot and Cold Places? **Class 1** **Year A Autumn**	*What is the weather really like?* *What are hot and cold places like?* *How are they similar and different to 'our' locality'?* *Where in the world are the very hot and cold places?* *What are Meekats really like?* *Where on earth is the Kalahari Desert?* *What is the Kalahari desert like?* *How is it similar and different where we live?* *Which people help us in our community and how?*	**Locational Knowledge** -Locate the oceans and continents of the world -Locate hot and cold areas of the world in relation to the Equator and N and S Pole -Reinforce the location of the locality of the school within the UK and world -Location of Africa -Location of Namibia and Botswana -Location of the Kalahari Desert within Africa and countries above. **Place Knowledge** -Recognise, identify and describe the key characteristics / features of hot and cold places. -Begin to compare hot and cold places to the locality of the school -Recognise, identify and describe the key physical and human features of the Kalahari desert. -Begin to compare features of the Kalahari desert to those in the school locality Extra -Recognise and describe the key features of Windhoek -Begin to compare central Windhoek to the locality of the school Human and Physical Knowledge -Recognise, identify and begin to describe the key components of the weather. -Describe the weather at a specific moment in time and begin to identify daily and seasonal variations -Begin to describe the key components included in simple weather forecasts. -Begin to identify similarities and differences in the weather of very hot and cold places **Geographical Skills** -Use a range of secondary geographical resources to recognise and describe weather. -Use symbols to help to describe weather	Identifying Recognising Describing Observing Recalling Comparing and contrasting

		-Investigate ground shot photographs to help to describe very hot (vh) and very cold (vc) places. -Follow routes in the school grounds using simple 1:500 maps and plans -Create simple maps of trails followed in the school grounds -Sort secondary sources of information on (vh) and (vc) places. -Use infant atlases to locate places in the world for example (vh) and (vc) places, Africa, Namibia and The Kalahari Desert. (Use Internet maps) -Use simple atlas maps to identify and name the continents and oceans of the world -Read very simple data to help to compare weather in the school locality with Windhoek – Namibia.	
Key Vocabulary	Oceans and continents of the world, Equator, North and South Pole. United Kingdom, Africa Hot and cold places, Kalahari desert, Namibia,		
Class 1 Year A Spring	Map skills		
Key vocabulary			
What is the geography of where I live? (local study) **Class 1** **Year A**	*What is geography all about?* *Whereabouts in the United Kingdom do I live?* *What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area?*	**Locational knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Identifying Recognising Describing Observing Recalling Comparing and contrasting

Summer	*What are the main land uses within my local area?* *How can we introduce people to the physical and human geography of our local area?*	**Human and physical geography** Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use simple observational skills to study key human and physical features of environments. 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.	Sequencing Categorising Reasoning and interpreting
Key Vocabulary	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential.		
How does the weather affect our lives? **Class 1** **Year B Autumn**	*What is the weather?* *How do great artists paint the weather?* *How does the weather change through the four seasons of the year?* *Why isn't the weather the same everywhere in the world?* *How can Antarctica be a desert when it's the coldest place on earth?* *Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?*	**Locational knowledge** Name and locate the world's seven continents and five oceans. **Human and physical geography** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Identifying Recognising Describing Observing

		Use simple fieldwork and observational skills to study key human and physical features of environments.	
Key Vocabulary	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere.		
How are the Gruffalo's woods different or the same to our local woods and the Rainforest? **Class 1** **Year B Spring**	*What are out school grounds like?* *How are areas of our school grounds similar and different?* *How do we get to our local wood?* *What is our local wood really like?* *How are our woods similar and different to the wood that the Gruffalo lives in?* *Where in the world do we find jungles? (tropical rain forests)* *What are tropical rain forests really like?* *How are they similar and different to the woodland that the Gruffalo lives in?*	**<u>Locational Knowledge</u>** Includes -To locate key features and areas of the school grounds. -To locate key features and areas of the locality of the school. -To locate woodland areas and other open spaces in the immediate locality of the school. -To locate and name the continents and oceans of the world. -To locate and name the main rainforests of the world. -To locate rainforests in relation to the equator and the school. **<u>Place Knowledge</u>** includes -To recognise, identify and begin to describe features and areas of the school grounds. -To begin to compare two areas of the school grounds. -To recognise, identify and begin to describe features in the school locality. -To recognise, identify and begin to describe the key features of rainforest localities. -To begin to compare localities **<u>Human and Physical Knowledge</u>** includes -To recognise, identify and begin to describe activities taking place in the school locality. -To recognise and begin to identify features in a British woodland. -To begin to describe a simple British woodland. -To recognise, identify and begin to describe the key characteristics of rainforests. -to begin to compare two different forest habitats – for example a wood local to school to a rainforest.	Identifying Recognising Describing Observing Recalling Comparing and contrasting

		<u>Geographical Skills</u> includes -Follow simple trails for example paw-print and picture trails in the school grounds and immediate locality of the school -Construct labelled maps to show features passed along trails followed. -Construct a large floor map of the world to show the location of the continents, oceans and rainforests -Introduce letter and number coordinates. Use postcodes to locate features -Collect primary geographical information and data using appropriate techniques. For example when investigating the school grounds and a local woodland. -Use simple GIS to collect information for example www.geograph.org.uk Google Street view and the BBC weather site -Use 1:500 and 1:1250 OS maps to plot routes and to locate features. -Use infant atlas maps of the world to locate and to name the continents, oceans and areas of rainforest. -Collect information on rainforests form a range of appropriate secondary geographical source materials.	
Key vocabulary	Woodland, tree, hedge, building, moss, flower, route, direction, location, map, google earth, jungle, rainforest, equator, continent,		
How is the Island of Coll linked to our local area? **Class 1** **Year B Summer**	*Where is the island of Coll?* *Where on earth is Coll?* *How is the island of Coll linked to our local area?* *What is the island of Coll like?* *What is Coll like in character?*	**<u>Locational Knowledge</u>** -Location of Coll in a European and global context. -Location of Scotland in the UK. -Countries that make up the UK. -Location and name of the seas that surround the UK. -Capital cities of the UK – (see additional activity with secret postcodes). -Location of Coll within the Hebrides and Scotland. -Location of Coll in relation to the school. **<u>Place knowledge</u>** -To recognise and begin to describe the key features of the Island of Coll.	Recognising Describing Observing Recalling Comparing and contrasting

	How has the island of Coll changed? *How is Coll similar and different to our local area?*	-To recognise and begin to describe island houses, homes and key buildings – such as the Island Store -To recognise and begin to describe changes that are taking place on Coll (the building of the new pier) -To begin to describe the impact of change on the island -To recognise and describe similarities and differences between Coll and the locality of the school. To begin to compare Coll with the school locality. **<u>Physical and human Geography</u>** -Exploring types of transport – getting to Coll from the school locality. -Using appropriate vocabulary in respect of physical and human features of Coll -Exploring the concept of an island. -Recognise and describe components of the weather. -Describe similarities and differences between the weather of Coll and that of the school locality **<u>Geographical skills</u>** -Use infant atlases to locate the island of UK, Scotland, Hebrides and Coll. -Use big floor maps of the UK to explore and plan routes and journeys -Use a range of secondary sources to locate Coll in a global context. (see list in suggested activities) -Use OS 1:50000, 1:25000 and plans of Coll to collect information. -Use public information documents and postcards to gather island information -Use internet webcams to recognise and begin to describe features of the island of Coll -Use ground shot and aerial photos to describe features on the island of Coll. -Draw simple maps and pictures to display the key aspects of the geography of Coll -Use digital cameras to create local area 360 panoramas.	
Key Question	**Ancillary questions and content focus**	**Geography National Curriculum Subject Coverage**	**Intellectual Skills**

Why don't penguins need to fly? **Class 2** **Year A Autumn**	*Where is Pip's home and what do we find there?* *How are penguins able to survive in Antarctica?* *How does Antarctica compare with the Sahara Desert?* *How is the Arctic different from the Antarctic?* *Why are there no Polar Bears in Antarctica?* *Why do Marco and Polo find visiting each other so difficult?* *So why don't penguins need to fly?*	**<u>Locational knowledge</u>** Name and locate the world's seven continents and five oceans. **<u>Human and physical geography</u>** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. **<u>Geographical skills and fieldwork</u>** Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
Key Vocabulary	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle		
How and why is my local environment changing? (locality study) **Class 2**	*Why do places change?* *How has my local area changed in the past?* *How did my local area change as a result of World War I?* *How and why does the quality of the environment change in my local area?*	**<u>Locational knowledge</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. 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). **<u>Human and physical geography</u>** Describe and understand key aspects of:	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing

Year A Spring	*How do NASA satellite images inform us of environmental change on a global scale?*	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Appropriate and specialised subject vocabulary.	Categorising Reasoning and interpreting Synthesising Understanding through explanation
Why does it matter where our food comes from? **Class 2** **Year A Summer**	*Where do dairy products come from?* *Why are there so many dairy farms in Devon?* *How does Quicke's Dairy Farm in Devon make cheese?* *How does our list of favourite fruit and vegetables compare with the favourites of other people?* *Why is it important to know all about sugar?*	**Locational knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Human and physical geography** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

	Why do John and Rob have so many happy customers at their shops?	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Key Vocabulary	Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.		
How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country) **Class 2** **Year B** **Autumn**	*How does the location of Kampong Ayer compare with where I live?* *How do people's homes at Kampong Ayer compare with mine?* *How does the weather at Kampong Ayer compare with the weather where I live?* *How do people in Kampong Ayer travel around compared with how people travel around where I live?* *How does going to school in Kampong Ayer compare with my school?* *How does the natural environment around Kampong Ayer compare with the natural environment around where I live?* *How does Geographic Information System (GIS) imagery of Kampong*	**Locational knowledge** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and physical geography** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human geographical features. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

	Ayer compare with GIS imagery of where I live?	Use simple observational skills to study key human and physical features of environments.	
Key Vocabulary	Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human.		
Why do some earthquakes cause more damage than others? **Class 2** **Year B** **Spring**	*Why won't Paula and Richard forget 22 February 2011?* *How has New Zealand been affected by earthquakes in the past?* *Why does New Zealand have so many earthquakes?* *Why don't the largest earthquakes always cause the most death and destruction?* *Why do most volcanoes happen in the same places as earthquakes?*	**Locational knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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). **Human and physical geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

		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.	
Key Vocabulary	Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.		
Why do we love being beside the seaside so much? **Class 2** **Year B** **Summer**	*How is the seaside different from other places?* *How do people enjoy themselves at the seaside?* *What else did Sally find living in the rock pools at Wembury?* *How do people affect the beach at Wembury?* *Whereabouts in the world is Wembury?* *How have our seaside holidays changed since the 1970s?*	**<u>Locational knowledge</u>** Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **<u>Human and physical geography</u>** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. **<u>Geographical skills and fieldwork</u>** Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Key Vocabulary	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.		
Key Question	**Ancillary questions and content focus**	**Geography National Curriculum Subject Coverage**	**Intellectual Skills**
Why do so many people in the world live in megacities? **Class 3 Year A Autumn**	*What are megacities and where are they located?* *Why did Baghdad become the first city in the world with one million people?* *Why is Milton Keynes the United Kingdom's fastest-growing city?* *Why is Brasília the fastest-growing city in Brazil?* *How do the advantages of living in cities compare with the disadvantages?*	**<u>Locational knowledge</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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **<u>Place knowledge</u>** 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. **<u>Human and physical geography</u>** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

		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. **<u>Geographical skills</u>** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Key Vocabulary	Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime;		
How do volcanoes affect the lives of people who live in Hiemaey? **Class 3 Year A Spring**	*Where does Saethor take his dog Tiry for a walk every day?* *Where do Saethor and Tiry live?* *How do geographers describe the Westman Islands?* *How does the physical and human geography of Hiemaey compare with the area in which I live?* *Why are there so few trees on Hiemaey?* *Why are there volcanoes on Hiemaey?* *How were the people of Hiemaey affected when Eldfell erupted?*	**<u>Locational knowledge</u>** The countries (including the location of Russia), major cities and key physical and human geography of Europe. 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. **<u>Place knowledge</u>** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. **<u>Human and physical geography</u>** Describe and understand key aspects of: Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy. **<u>Geographical skills</u>**	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising

	Why do the people of Hiemaey go on living next to an active volcano?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
Key Vocabulary	Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market.		
Why is fair trade fair? **Class 3 Year A Summer**	*Why was this road so important two thousand years ago?* *Why does Marco Polo visit the United Kingdom every eleven weeks?* *What does the United Kingdom export to the people of China?* *Why isn't trade always fair on some people such as Melvin?* *Why is fair trade fair?*	**Locational knowledge** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Human and physical geography** Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork**	Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions

		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
Key vocabulary	Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical.		
How can we live more sustainably? **Class 3** **Year B** **Autumn**	*What does being sustainable actually mean?* *How can we help to make our school more sustainable?* *Why are we seeing more wind and solar farms in the countryside?* *How is sustainable development helping the lapwing out of the red?* *How are solar cookers helping Sunita and her family to live more sustainably?*	**Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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). **Human and physical geography** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills**	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation

		• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Justifying Developing conclusions
Key Vocabulary	Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community; Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker		
How is India saving the Tiger? **Class 3 Year B Spring**	*How do scientists classify and describe the characteristics of tigers?* *How are Tigers distributed around the world?* *In what kind of habitat do Bengal tigers live?* *Why does jungle grow in India?* *How do geographers show the climate of a place graphically?* *Why is June 1st a day of celebration in India?* *Why does Sarita love and fear the rain?* *How many Bengal Tigers are there in India?*	**Locational knowledge** 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) **Human and physical geography** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, human geography, including: land use and economic activity and the distribution of natural resources including food, **Geographical skills** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying

	How will India double the number of Bengal tigers in the wild by 2022?	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	Developing conclusions
Key Vocabulary	Classify; Distribution; Range; Habitat; Jungle; Forest; Species, Diet; Food Chain; Communication; Reproduction; Behaviour; Continent, Ocean, Country, Lines of Latitude; Lines of Longitude; Equator; Prime Meridian (Greenwich Meridian); Tropic of Cancer; Tropic of Capricorn; Northern Hemisphere, Southern Hemisphere, Western Hemisphere; Eastern Hemisphere; Time Zone; Region; Weather; Climate; Polar; Temperate; Tropical; Biome; Coniferous; Grassland; Deciduous; Ice Cap; Endangered; Extinction; Conservation; Preservation; Government; Farm; Population; Conflict; Fragmentation; Climate Graph; Precipitation; Temperature; Rainfall; Snow; Hail; Frost; Dew; Fog; Average; Axis; Drought; Flood; Pattern; Seasonal; Mean; Median; Mode; Range; Growing Season; Monsoon; Wind; Atmosphere; Reserve; Census; Mangroves; Dense; Thicket; Natural Vegetation; Swamp; Grid Square; DNA; Scat; Random; Extrapolate; Estimate; Sample; Deforestation; Agriculture; Industrial; Reforestation; Projected; Adapted; Natural Vegetation.		
Why do our seas and oceans matter so much? **Class 3 Year B Summer**	*Why does Sylvia have the largest collection of plastic bath ducks in the world?* *What does an oceanographer do?* *Who is Moby Duck and what happened to him on January 29th 1992?* *What have oceanographers such as Sylvia learned from chasing plastic ducks around the world since 1992?* *How can we reduce the amount of single use plastic we consume?*	**<u>Human and physical geography</u>** Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing

	How do geographers estimate how many plastic items there are on a typical beach?		Empathising Hypothesising
Key Vocabulary	Oceanographer, sea, globe, continuous, Pacific, Atlantic, Indian, Arctic, Southern, gulf, bay, bight, strait; Baffin Bay, Labrador Sea, Hudson Bay, Gulf of Mexico, Caribbean Sea, Greenland Sea, Norwegian Sea, North Sea, Mediterranean Sea, Black Sea, Caspian Sea, Red Sea, Persian Gulf, Arabian Sea, Bay of Bengal, South China Sea, East China Sea, Sea of Japan, container, container ship, products, location, storm, manufacture, exporting, importing, spilled, intervening, washed up, coast, countries, United Kingdom, Chile, Japan, Greenland, United States of America, Hawaii, Alaska, Australia, Philippines, France, Canada, North Pole, currents, pattern, gyres, circulate, garbage patches, whirlpool, collects, accumulates, rotating, refuse, debris, Great Pacific Garbage Patch, North Pacific Gyre, Hawaii, California, islands, misleading, erroneously, abandoned, microplastics, immediately, noticeable, naked eye, rigid, firm, favourable, popular, versatile, material, trillion, tonnes, conservative, estimate, current, remote, challenges, passion, impact, entanglement, ghost fishing, discarded, meshes, nylon, threads, abandoned, trap, wrap, loop, ingestion, mistakenly, nutritional, value, progressively, starve, inclination, compulsion, consume, poses, potential, portions, react, encounters, non-native, transport, algae, barnacles, crabs, organism, attach, invasive, settle, establish, environment, outcompete, overcrowd, native, species, disrupting, ecosystem, continuously, habitat, appropriate, violent, appetite, behaviour, decimate, local, go-to, electronic, recyclable, clam, oyster, odourless, storage, contamination, sterile, entire, wastefulness, balance, unfair, undeniable, reflect, island, surrounded, evidence, surveying, instruments, quadrat, squared, average, mean, square metre, sample, strandline, washed up, deposited, intervals, randomly, overlapping, identified, recording, extrapolation, validity, trustworthiness.		
Who are Britain's National Parks for? **Class 3** **Year C Autumn**	*Why are National Parks described as Britain's 'breathing spaces'?* *What else makes National Parks so important?* *Why do National Parks welcome visitors?* *Why is protected land so important in South West England?* *Why are so many people attracted to The Valley of Rocks?*	**<u>Locational knowledge</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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **<u>Human and physical geography</u>** Describe and understand key aspects of:	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

	Why is Merrivale such an important prehistoric site? *Why are farmers so important in our National Parks?*	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **<u>Geographical skills and fieldwork</u>** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Key Vocabulary	National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze–thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.		
What is a river? **Class 3** **Year C Spring**	*How does the course of the River Axe change from source to mouth?* *How does the course of my local river change from source to mouth?* *Why are river estuaries such important places for wildlife?*	**<u>Locational knowledge</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. 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. **<u>Human and physical geography</u>**	Describing Observing Recalling Comparing and contrasting Sequencing Categorising

	Why are rivers such an important part of the water cycle? *How has the Isle of Dogs changed since the reign of Henry VIII?* *How did Bedrich use music to describe the course of his beloved national river?*	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **<u>Geographical skills and fieldwork</u>** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
Key Vocabulary	River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.		

Why are jungles so wet and deserts so dry? **Class 3 Year C Summer**	*Why is climate different across the United Kingdom?* *What are the world's climates?* *How do climate graphs help geographers compare the climate of one place with another?* *How does the climate affect the plants and animals living in a place?* *Why is the jungle of the Amazon Rainforest so wet and humid?* *Why is Arica the driest inhabited place on Earth?*	**<u>Locational knowledge</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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **<u>Human and physical geography</u>** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **<u>Geographical skills</u>** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
Key Vocabulary	Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia;		

	Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.