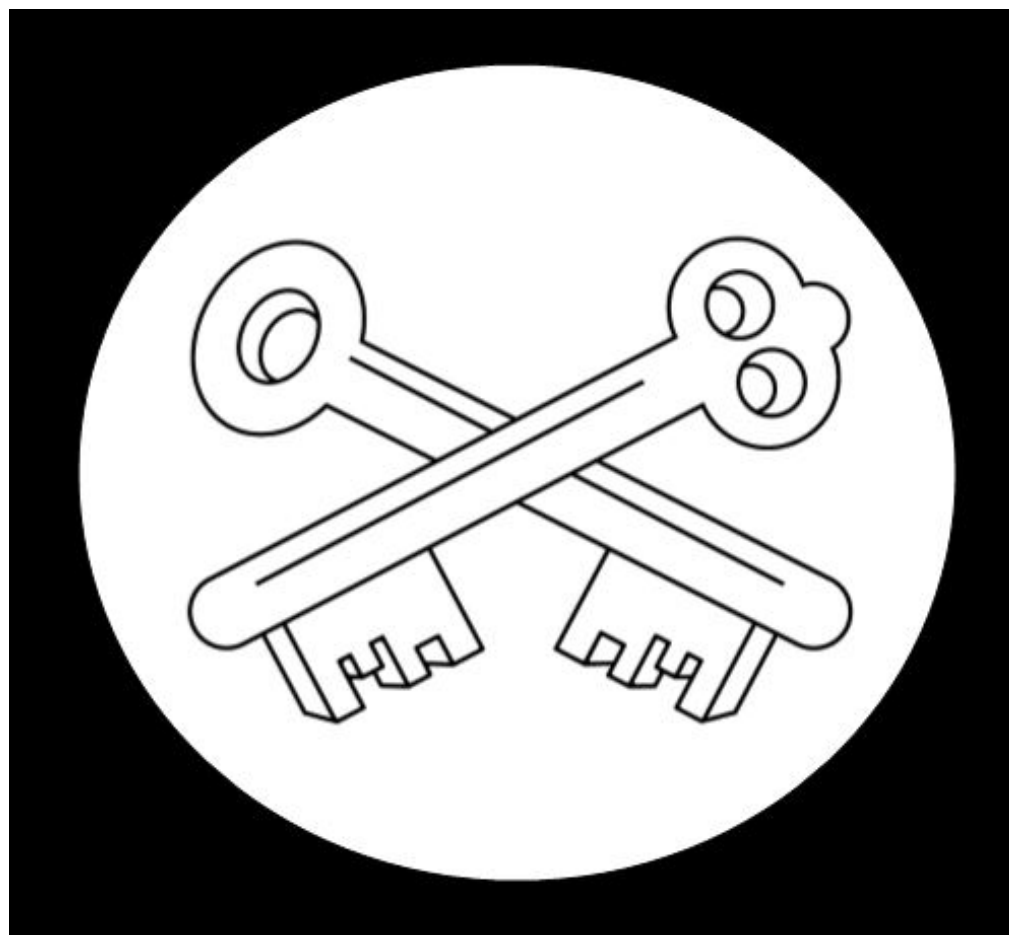


ST PETER'S COFE JUNIOR SCHOOL



GEOGRAPHY CURRICULUM

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ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character, spirituality and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.

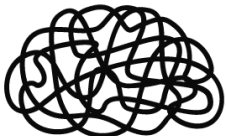


		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to

from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.
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In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

PURPOSE AND RATIONALE

Geography is the subject which holds the key to our future.

Michael Palin

At St Peter's, we believe that Geography underpins a life long 'conversation' about the earth as the home of humankind. Geography fascinates and inspires: the beauty of the earth, the terrible power of earth-shaping forces – these things can take us out of ourselves. Geographical investigation both satisfies and nourishes curiosity. Geography deepens understanding: many contemporary human challenges – climate change, food security, energy choices – cannot be understood without a geographical perspective and we aim to cover all of these issues within our curriculum.

By learning Geography at St Peter's, pupils will understand the key physical processes which form, develop and influence the physical features of our planet. They will recognise that those features throughout time have influenced human decisions and civilisations, and continue to do so. They will be encouraged to consider our role as the future stewards of our planet, from local through to global perspectives.

Our Geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. Knowledge within our curriculum is organised into two forms:

- 1) Substantive knowledge sets out the content that is to be learned. At St Peter's, we present this through 4 interrelated forms:
 - locational knowledge
 - place knowledge
 - human and physical processes
 - geographical skills
- 2) Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

The children's geographical learning starts with what is familiar to children before extending outwards. It is developed to make meaningful links with other subjects where these are relevant. Throughout their time at St Peter's we envisage that certain threads will continue to emerge so that new knowledge is built on prior learning.

The thread of settlement, migration and land-use begins in year 3, where we build on their knowledge and experiences from KS1 by looking at the features of our local community and how it may have changed over time. It is developed in Year 4 through study of the movement of people as a result of the growth of the Roman Empire, then European exploration in Elizabethan times. Year 5 examine the home nations (supporting the Anglo Saxons in History) in detail and study the human geography of the Peak District (and Hathersage in particular) as a contrasting location to Ruddington. Finally, Year 6 will expand their view to establish a global perspective, reflecting upon the thread of sustainability and the use of natural resources.

Years 3 to 5 each focus upon a physical Geography topic in depth. Year 3 study rivers, linking that to learning about the Nile via the Egyptians in History. The formation and features of water courses are introduced before their impact upon a population, and our impact upon them, is examined. The subject of Water, Weather and Climate builds upon this in Year 4, consolidating understanding of the water cycle (to dovetail with States of Matter in Science). Preparation for a field visit to Hathersage in Year 5 includes the study of mountain formation (plus related topics of earthquakes and volcanoes) and relates prior learning to the course of the rivers Derwent and Trent. Year six apply their understanding of content in the previous three years to their study of North America.

The understanding of the range of different biomes across the globe is a thread which runs through the year groups. India and Egypt are considered in year 3. In following years, those biomes are compared and contrasted with Italy and the Mediterranean in year 4, the United Kingdom in Year 5 and North America in Year 6.

Geographical skills and fieldwork at St Peter's include the use of maps, atlases and globes to progressively build locational knowledge and are applied to topic areas, regions, countries and continents. Children explore Ordnance Survey maps in years 4 and 5, moving from 4 figure grid references in Year 4 to 6 figures in Year 5. Children in year 4 are encouraged to generate questions about their local area that can be investigated, including measurement and recording of data. Digital technologies are used to apply research skills to comparisons of climate across the countries studied thus far.

Unit	Why this and why here?
Villages, towns and cities	Builds on learning from KS1. Relatable to children as it focuses upon their community and will extend current knowledge. Introduces the theme of land-use and what physical features lead to the choice of a settlement area.

India	Introduces and touches upon many of our big ideas and concepts run throughout our curriculum; Biomes, settlement, land use, resources, population, diversity, environment, climate. It also introduces the importance of Rivers which will be looked at in more detail in other aspects such as History (Ancient Egypt) and a rivers unit in Geography. Links to RE curriculum
Rivers	This unit builds on children's KS1 knowledge of basic geographical vocabulary in regards to key human and physical features. Cross curricular link to previous unit – the importance of the Nile and its seasonal flooding in Ancient Egypt.
Fieldwork	Ensures knowledge of mapping and research skills. Opportunity for real-life measurement and data-handling based at school. This is then applied to different areas of UK during various field trips.
Europe and Italy	Locational knowledge of Europe -NC Relates to history topics - Greeks and Romans in Year 4. Relates to migration/resource threads by examining empires from a resource perspective.
Weather and climate	Builds upon Fieldwork done in Autumn and climate/weather studied in India unit in Y3. Develops understanding of the impact of climate zones upon populations and where they settle.
Home nations	Locational knowledge - NC Develops the settlement and land-use thread.

	Links to the History curriculum through Anglo-Saxon invasion/migration. Recognises shifts in land-use and populations over time.
Mountains, volcanoes and earthquakes	Specified content - NC Mountains element prepares for field visit/ mapwork. Erosion links to previous water/ rivers topic. Benefits and drawbacks to geologically active areas relate to resources and sustainability thread.
Region of the Uk: Peak District	Opportunity for field work in Ruddington and Derbyshire - matching physical features to maps.
North America: the USA	Study of a region within N or S America - NC Relates to the other two topics in Year 6 and Civil Rights in History. This unit sits best before the other two as it informs both.
Globalisation	This and the last unit develops the concept of children finishing at St Peter's with a view of themselves as global citizens and stewards of the future. It requires maturity and a breadth of knowledge from previous years to draw threads together.
Sustainability and natural resources	"Distribution of natural resources including energy, food, minerals and water" - NC Extends and makes use of learning from threads in years 3-5. Knowledge plus maturity enables them to gain a deeper understanding of the subject. The USA as a model of a first world economy which consumes significant resources and depends on fossil fuels has relevance.

HOW OUR CURRICULUM SUPPORTS GAPS IN OUR PUPILS' KNOWLEDGE AND SKILLS

Context and demographics	Implications for St Peter's curriculum
A considerable number of our pupils join us with significantly higher than average levels of prior attainment.	The Geography curriculum is designed to be demanding, knowledge-rich and built upon the highest of expectations so that pupils are challenged.
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	Through the curriculum, our pupils are exposed to some of the challenges our world faces such as climate change and sustainability.
Despite the above, there are pockets of deprivation in the catchment (with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK) and we have an increasing amount of Disadvantaged Pupils with us.	The curriculum provides the cultural capital these pupils may not receive outside of school, exposing them to knowledge about the wider world as well as providing opportunities to apply knowledge and skills on Geography related trips.
95% of the local population is White with very few residents born outside of the UK.	Our curriculum aims to expose our pupils to the diverse world many of our pupils are not exposed to.
Historically, our pupils (particularly boys) have had gaps in their knowledge and skills when it comes to Writing.	Our Geography curriculum explicitly teaches key vocabulary, provides opportunities for pupils to apply their Writing skills and, because it is knowledge-rich, provides them with background knowledge which is crucial for Literacy.

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

"Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith."

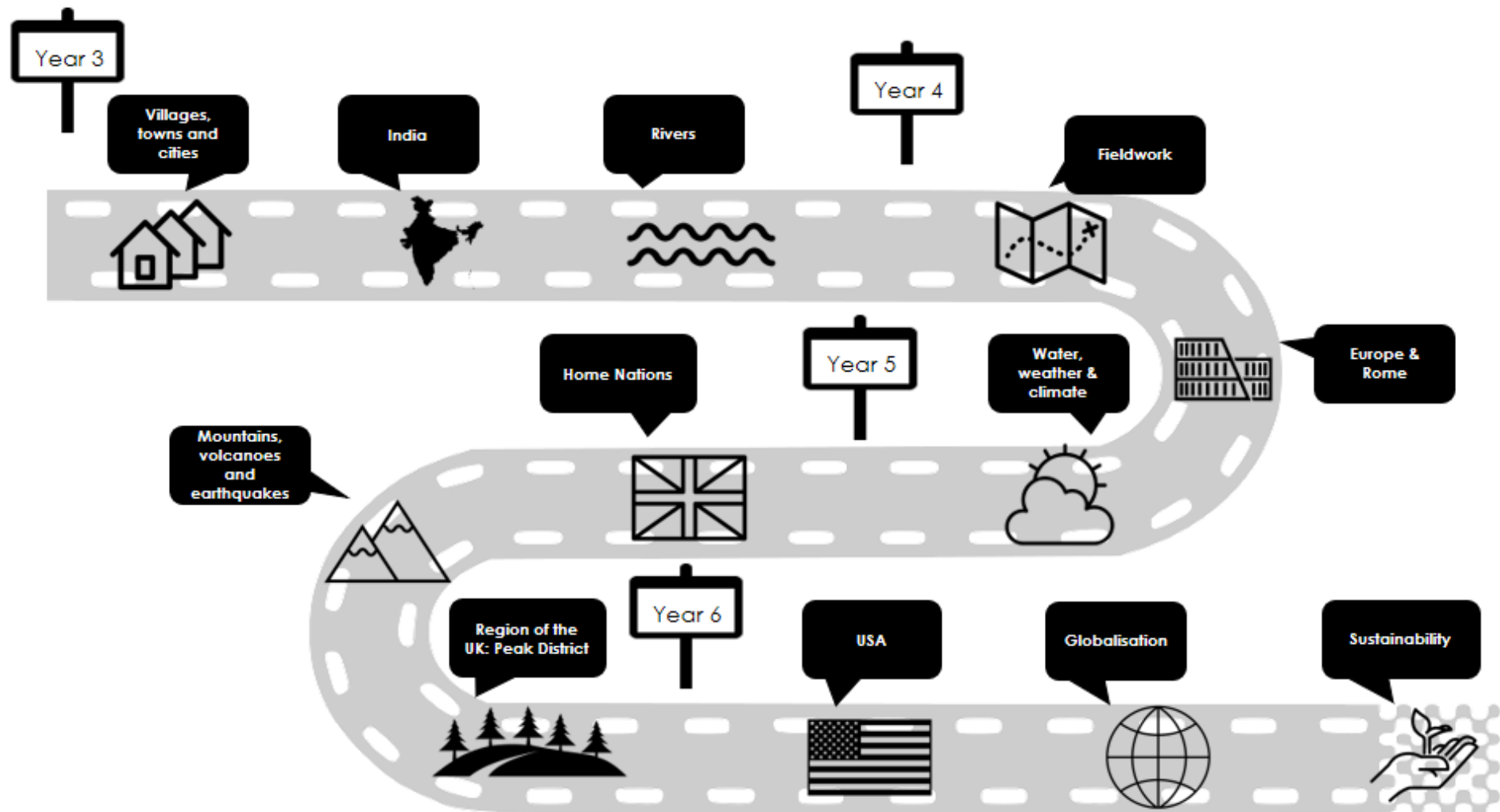
Here are some examples of how we promote Spirituality across this curriculum area:

Spirituality across Geography	
Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.	
Year 3	The children explore different settlements and how communities and physical and human features are similar and different. The children explore India in detail, and wonder at the vast array of physical and human features the country has to offer. They understand how different climate zones are found across the country and think about the impact that the river Ganges has on people's spiritual development. The culture of India is explored and the children have the opportunity to discuss similarities and differences with our own culture. While studying rivers, the children learn about the journey of a river, and the way rivers help to form the natural world around us. The impact of flooding is discussed, including ways to prevent flooding, along with the ways it impacts on the wider community.
Year 4	Children will explore the causes and consequences of climate change, and reflect on their own position on how to address it. They will think about the lasting effect on future generations and how they can counter climate change. They explore their own feelings on the physical and human geography of Italy, comparing life in Italy to their own and to develop wonder about the wider world and the people in it.
Year 5	Children will reflect on how population density has affected cities and the impact this has on communities.

	Through the study of different regions, ecosystems, and human environment interactions, children may develop an understanding of the interconnectedness of all living things, promoting a sense of responsibility and preservation. Children assess and reflect on the impact of volcanic explosions and earthquakes, and reflect on the wonder of natural phenomena.
Year 6	With an an ever growing population (population density USA topic), children will think about where their place in the world is and how we support and sustain the environment, and the impact of an evergrowing global community. Children will look at how one country can have a multitude of different climates and biomes, and how to conserve and protect these. Within the USA children will discuss and digest the vast array of physical, human and environmental aspects of geography within the country of USA. Inequality between MECD and LECD will be looked at in depth through the topic of globalisation with a focus on how circumstance and place of birth affects life choices and opportunities, and the bigger question of equal opportunities. Children investigate the impact of fair trade on producers and consumers, with how that influences people around the world and global citizens. Children learn a respect for the world's natural resources, and how misuse of these can impact on people globally. A case study of Copenhagen allows them to explore how we are guardians of our Earth, and how it is our duty to protect and sustain for future generations.

ST PETER'S LEARNING JOURNEY: GEOGRAPHY

"Geography is the subject which holds the key to our future."
Michael Palin



GEOGRAPHY CURRICULUM OVERVIEW

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Villages, towns and cities		India		Rivers	
Year 4	Fieldwork		Weather and climate		Europe and Rome	
Year 5	Home nations		Mountains, volcanoes, earthquakes		Region of the UK: Peak District	
Year 6	USA		Globalisation		Sustainability and natural resources	

COVERAGE OF KEY CONCEPTS AND BIG IDEAS

Year 3

Villages, towns and cities

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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India

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Rivers

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Year 4

Fieldwork

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Europe and Rome

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Weather and climate

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Year 5

Home Nations

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Mountains, Volcanoes and Earthquakes

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Peak District

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Year 6

USA

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Globalisation

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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Sustainability

Biomes	Migration	Settlement	Land Use	Resources	Population	Development	Diversity	Environment	Locational Knowledge	Climate
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OUR KEY CONCEPTS DEFINED

BIOMES

A large area of the planet that can be classified according to its typical climate and the plants and animals that can be found there.

Year 3 - India/ Rivers

Year 4 - Europe and Rome/Weather and Climate

Year 6 - USA

MIGRATION

The movement of a person or a group of people from one place to the other.

Year 4 - Europe and Rome

Year 5 - Home Nations/ Earthquakes, mountains and volcanoes

Year 6 - USA/ Globalisation

SETTLEMENT

Places where people live and sometimes work.

Year 3 - All units

Year 4 - Europe and Rome

Year 5 - Home nations/ Peak District

Year 6 - Globalisation

LAND USE

What a piece of land is used for.

Year 3 - All units

Year 4 - Fieldwork/ Europe and Rome

Year 5 - Home nations/ Peak District

Year 6 - USA/ Globalisation

RESOURCES

Any physical material constituting part of Earth that people need and value.

Year 3 - India/ Rivers

Year 5 - Mountains, volcanoes and earthquakes/ Peak District

Year 6 - All units

POPULATION

The whole number of people or inhabitants in a country or region.

Year 3 - All units

Year 4 - Europe and Rome

Year 5 - All units

Year 6 - USA/ Globalisation

DEVELOPMENT

A process of change that affects people's lives.

Year 3 - Villages, towns and cities

Year 5 - Home nations, Peak District

Year 6 - Sustainability/ Globalisation

DIVERSITY

The condition of having many different elements.

Year 3 - India/ Rivers

Year 5 - Home nations

Year 6 - Sustainability/USA

ENVIRONMENT

The surroundings in which a person, animal or plant lives.

Year 3 - India/ Rivers

Year 4 - All units

Year 5 - Mountains, earthquakes and volcanoes/ Peak District

Year 6 - USA/ sustainability

LOCATIONAL KNOWLEDGE

Identifying and locating a particular place.

Year 3 - All units

Year 4 - All units

Year 5 - All units

Year 6 - USA/ Globalisation

CLIMATE

Patterns in general weather conditions in a particular place over a number of years.

Year 3 - India/ Rivers

Year 4 - Europe & Rome/ Water, weather and climate

Year 5 - Home Nations

Year 6 - USA

END POINTS

By the end of KS2, we expect all pupils to be able to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

PROGRESSION IN GEOGRAPHY

Substantive Knowledge

Locational and Place knowledge

Year 3	Year 4	Year 5	Year 6
Use maps to identify local villages, cities and towns Locate India on a map of the world Identify the rivers of the UK on a map Locate significant world rivers on a map Locate the world's continents, countries, oceans and seas Explain the terms equator, Northern Hemisphere and Southern Hemisphere	Explore the countries of Europe and their capital cities Identify the differences between the regions of Europe Use an atlas to locate Italy and its key human and physical features Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and capricorn	Know the difference between the UK, British Isles and Great Britain Locate significant cities in the UK Locate UK's counties and geographical regions Explain the Prime/ Greenwich Meridian and time zones Identify tectonic plates on a world map Identify the major mountain ranges in each continent What is a National Park and why they are important	Locate the USA on a world map and identify its key states Compare and contrast key physical characteristics across the continent in details Explain the importance of USA historically and its influence economically

Human and Physical Geography

Year 3	Year 4	Year 5	Year 6
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Explore the main features and differences between villages, towns and cities Explore different land uses in Nottingham Answer the question: "Living in a village is very different to living in a city. Do you agree or disagree?" Explore the major landmarks of India Study the weather and landscape of India and how they differ across the country Look at the major mountain ranges in India Learn what a river is and how it flows Explore the different features of a river Explore how rivers have been used in the past in comparison to now Explore why rivers are important in India Explore why the river Trent is important in Nottingham Look at why rivers flood, the impact and how this can be prevented	Explore how land is used in Italy making comparisons to the UK Study the role of tourism in the Italian economy Explore the key landmarks in Rome, Italy Learn about the difference between weather and climate Explore different climate zones and their features Explore the world's biomes and how they differ Research how the climate is changing and the impact it will have Study ways in which we can slow down climate change	Identify the key human (settlement, land use and economic activity) and physical features of the UK Explore the populations of each of the four countries in the UK and how these have changed over time Explore how the UK is broken into counties and the 12 different geographical regions Explore how the world is broken into tectonic plates and how these move Look at how mountains form and what types of mountains there are Explore how volcanoes form and what their features are Look at the positive and negative effects of volcanoes Understand the causes of earthquakes Look at how the population is dispersed in settlements in the Peak District and why Explore what the economy of the area is based upon and how this has changed	Identify the key human (Settlement, land use and economic) and physical (topography) features of the UK Look at how the population of the USA has changed over time Explore how the climate differs across the USA Look at what drives the US economy To understand what globalisation is and the reasons behind it Look at how globalisation impacts trade Explore the advantages and disadvantages of globalisation Investigate where globalisation will take us next Look at how recycling is important in terms of sustainability Explore which countries have food insecurity and why Investigate why water security is a concern and what can be done about it Explore the advantages and disadvantages of renewable and
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			no-renewable energy Study why Copenhagen is the most sustainable city in the world
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Fieldwork and Geographical Skills

Year 3	Year 4	Year 5	Year 6
To gather evidence as to why Ruddington is classified as a village Use maps to explore the local area Make sketch maps of the local area	Look at the 8 points of the compass and how we can use them for giving directions Study and use orienteering maps Study and use an OS map Gather and compare weather data for Egypt and Greece with Ruddington Collect weather data using a variety of tools Conduct a school's ground survey	Use maps to plan a route to Hathersage using different methods of travel Explore the key physical features of the Peak District including its geology and the development of the Derwent Use OS maps and 6 figure grid references to navigate a walk Undertaking interviews with residents to find out their views on the place they live	Use a range of maps and other sources of information to research and explore locations prior to and during the Whitby field trip Use research skills effectively to gather data in relation to sustainability and globalisation

Disciplinary Knowledge

The way Geographers think

Year 3	Year 4	Year 5	Year 6
Ask and respond to geographical	Find out about meteorologists and	Observe and collect information	Analyse and explain geographical

questions using evidence to support answers Collect information and data from photos, atlases and maps Communicate geographical information by constructing maps of the local area Observe and collect information from fieldwork Observe and collect information and data from charts and graphs Express their own views about people, places and environments studied Analyse and communicate geographical information through labelled diagrams and writing at length Reach geographical conclusions using evidence to support their answers Begin to understand that some knowledge about the world can be revised as we collect new data and information Begin to debate the impact of geographical process and human effects on the world from given evidence	the job they do Observe and collect information and data to measure weather conditions Analyse data in order to identify weather trends and patterns Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people Express their own views as to why different parts of the world have differing climates Understand that some knowledge about the world can be revised as a result of new data Reach a conclusion as to whether they believe most animals could survive in any biome Respond to questions about climate change using evidence to support their answers Compare and contrast regions within Europe and Italy and begin to appreciate why physical and human features will be different in these places Use maps and atlases to answer geographical questions about Italy	from atlases and maps recording evidence as needed Analyse, communicate and explain geographical information using an appropriate method to communicate this. Identify trends using data and reach conclusions about the patterns identified Study maps over time to identify similarities and differences and the reasons for change in human features Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world Express their own views about the people, places and environments studied, giving reasons for their answers. Understand that geographers learn about the world by observing and collecting data and information. Observe and collect information from fieldwork visits. Ask people geographical questions and compare and contrast the data collected	information from climate maps Reach geographical conclusions, give reasons and critically evaluate the impact of geographical processes and human effects on the world Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new information. Communicate and explain geographical information through writing at length using appropriate geographical vocabulary Debate, compare and contrast the impact of human effects on the world from given evidence Choose an appropriate method to communicate information and give reasons for this Debate the advantages and disadvantages of geographical processes
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GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Villages, towns and cities	Year:	3	Term:	Autumn 1
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Links to prior learning

This unit revisits aspects of the KS1 curriculum particularly around the study of the local area.

New learning

What is a **settlement**? Explore the differences between villages, towns and cities.

Why is Ruddington a village? Apply Ruddington to the criteria below.

Use maps and digital mapping such as Google Earth/trip around Ruddington to look at the school and outwards into the village and the local area. Make sketch maps of the local area.

Research towns in our local area. Identify the main features and how they differ from a village/city.

What makes up a city? Explore **land use** - residential/ commercial/industrial/ transportation - and apply to Nottingham (could compare to other East Midlands cities).

How are cities and villages different places to live? Answer the following - "Living in a village is very different to living in a city. Do you agree or disagree with this statement?"

The Differences Between Villages, Towns and Cities

Village	• In the countryside • Some services such as a post office, a small shop and sometimes a small place of worship • There may be a doctors practice and a primary school • Many people are leaving villages to move to towns and cities.
Town	• Services such as primary and secondary schools, train stations, hospitals and shopping centres • Large supermarkets and at least one place of worship
City	• Many different types of services, including universities, sports stadiums and a large variety of shops • Many restaurants, transport links and different places of worship • Many people move to cities because there are more opportunities for employment and leisure.

Preparation for future learning

This unit introduces children to key concepts taught later such as: settlement, population, migration, land use and development.

Knowledge of the local area gives a starting point for coverage of the home nations in Year 5.

Local mapping prepares the way for more detailed mapwork in Year 4 (Ordnance Survey and 4 figure grid references) then further development in Year 5.

Key vocabulary

Village, town, city, population, distribution, settlement, employment, services, residential, commercial, industrial, transportation.

Big ideas and key concepts

Settlement, population, land use, development and locational knowledge.

Assessment opportunity

Villages, Towns and Cities – End of Topic Quiz

1. What is a settlement?

2. Match the question to the answer. Use a ruler please.

What is a village?		• Lots of houses • Primary and secondary schools • Town hall • Leisure centres • Shopping centres
What is a town?		• Biggest type of settlement. • Hospitals • Sports facilities • Shops • Restaurants • Universities
What is a city?		• A small settlement. • Primary school • Church • A few shops • Village hall

3. What does the word 'population' mean?

4. Match the land use to its definition. Use a ruler please.

Residential		Areas where people work. (Such as factories and warehouses)
Industrial		Travel links such as bus routes and tram lines.
Commercial		Areas where people live.
Transportation		Areas where people can buy goods.

Challenge: Explain your thinking in paragraphs to provide a detailed account of your understanding:

5. Is Ruddington a village, a town or a city? Explain your answer.



6. What features of Nottingham show it is a city?

What teachers need to know

[https://www.rgs.org/schools/teaching-resources/primary-fieldwork/ settlement and land use \(.pdf\)](https://www.rgs.org/schools/teaching-resources/primary-fieldwork/settlement_and_land_use(.pdf))

Also in T:\000Year 3 2019-20\Geography à Primary fieldwork settlement and land use

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>

<https://www.citymetric.com/skylines/where-are-largest-cities-britain-1404>

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	India	Year:	3	Term:	Spring 1
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Links to prior learning

This unit builds on children's KS1 knowledge of basic geographical vocabulary in regards to key human and physical features. It also builds on their locational knowledge of continents.

New learning

Where in the world is India located?

What are the major landmarks of India?

What is the weather like in India? How does the landscape vary across India? Where are there different biomes?

Why are Mount Everest and the Himalayas significant?

What is the population of India?

Why are rivers important to India?

Preparation for future learning

Introduces and touches upon many of our big ideas and concepts that run throughout our curriculum; Biomes, settlement, land use, resources, population, diversity, environment, climate. It also introduces the importance of Rivers which will be looked at in more detail in other aspects such as History (Ancient Egypt) and a rivers unit in Geography.

Key vocabulary

Asia, Equator, mountain range, desert, river, climate, plains, islands, wetlands, landmarks, biomes.

Big ideas and key concepts

Biomes, settlement, land use, resources, population, diversity, environment, climate, locational knowledge.

Assessment opportunity

1. Locate India on this world map:



2. Name two countries that border India:

3.a) Name a river in India:

b) Name a mountain range in India:

4. Name 3 ways India's rivers are used:

- a) _____
b) _____
c) _____

5. Can you draw 3 lines to match the climate zones to their weather features?

The weather changes
due to the height of
the mountains.

Hot all year round
with lots of rain.

Dry all year with
hardly any rain.

Highland

Arid

Tropical wet

6. Are these statements true or false?

Statement	True or False?
India's capital city is Kolkata.	
There are 22 official languages in India.	
India's mountain ranges have the same characteristics.	

7. Why is the River Ganges so important to people in India?

8. Are these pictures human or physical features of Indian cities?



What teachers need to know

<https://www.bbc.co.uk/programmes/b00g455x/clips>

<https://kids.nationalgeographic.com/geography/countries/article/india>

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Rivers	Year:	3	Term:	Summer 1
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Links to prior learning

This unit builds on children's KS1 knowledge of basic geographical vocabulary in regards to key human and physical features.

Cross curricular link to previous unit – the importance of the Nile and its seasonal flooding in Ancient Egypt.

New learning

What is a river and how does it flow from higher ground to the sea?

What are the features of a river from its source to sea and what is meant by the cross section of a river?

Why is living near a river important and how have rivers been used in the past/ are used now?

What is our nearest river and why is it/ has it been important to Nottingham?

Why do rivers flood and what effects can this have on settlements and the natural environment?

What are the most significant rivers in the UK and Europe – Thames and Severn, the Seine, Danube, Volga, Rhine, Loire?

Preparation for future learning

Prepares for field visits in Years 5 and 6. Tributaries lead to the Derwent which leads to the Trent and ultimately the Humber.

Knowledge of UK rivers relates to the Home Nations unit in Year 5.

Key vocabulary

Fresh water, salt water, marine, river, stream, river bank, river bed, source, spring, tributary, confluence, , current, rapids, waterfall, reservoir, flood plain, meander, flood, erosion, silt, fertile, pollution, irrigation, canal.

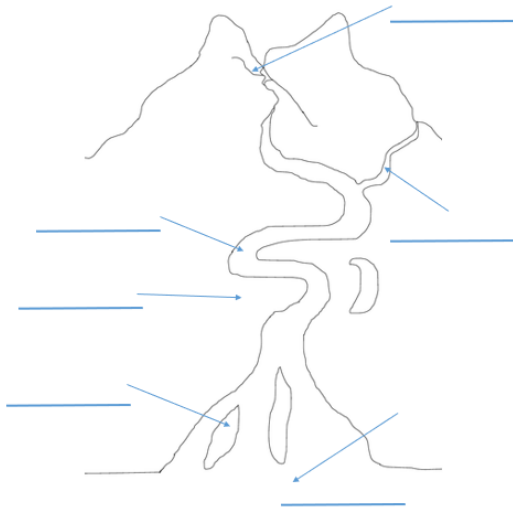
Big ideas and key concepts

Settlement, Land Use, Resources, Population, Environment, Locational knowledge, Climate.

Assessment opportunity

Rivers – End of Topic Quiz

1. Label these features of a river on your diagram:



Choose from these words to label the image:

Mouth Delta Meander Flood Plain Tributary Source

1. What is the **source** of a river and where would you find it?

2. What is the river called that runs through Nottingham?

3. How are rivers used today?

a. _____

b. _____

4. How were rivers used in the past?

a. _____

b. _____

5. Why might concrete pavements and roads make flooding worse?

6. Name 2 rivers found in Europe.

Would you like to live by a river? What are the
advantages? What are the **disadvantages**?



What teachers need to know

[https://www.rgs.org/schools/teaching-resources/rivers-\(1\)/](https://www.rgs.org/schools/teaching-resources/rivers-(1)/)

T:\000Year 3 2019-20\Geography – definitions and uses of rivers

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Geographical Skills and Fieldwork	Year:	4	Term:	Autumn 1
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Links to prior learning

- Local settlements in Year 3 includes simple mapping.
- Study of India and Egypt involves larger scale mapping.

New learning

What are the 8 points of the compass and how can we use them for giving directions or stating wind direction? What is an orienteering map? Can we use them on an orienteering map?

What is an Ordnance Survey map and how can we use one?

To gather and compare/contrast weather data for Egypt (to build on Y3) and Greece (to prepare for following History unit) with Ruddington.

How do geographers define and describe weather and collect data? (Use of some measuring tools and keeping a record over time.)

Establish reference point for Perlethorpe field visit.

How does the school's outdoor environment vary? Are there different zones? (Survey the school grounds, including using Quadrat sampling for Flora and Fauna count, Vegetation (type, height, %cover), Erosion, Litter.

Preparation for future learning

Weather vocabulary prepares children for study of the water cycle later in the year.

Relates to Perlethorpe field visit, and Hathersage/ Whitby in Years 5 and 6.

Key vocabulary

Reinforce: weather, season, climate, temperature, thermometer

Meteorologist, wind direction, wind speed, anemometer, barometer, humidity, wind vane, compass, rain gauge, precipitation, cloud types, gusts, breeze, storm-force, light winds, gale, fog/mist, blizzard, sleet

Flora, fauna, quadrat, survey, vegetation, erosion

Big ideas and key concepts

Assessment opportunity

Fieldwork – End of Unit Quiz

1) Rain is a type of precipitation Give three others.

2) Name both weather measuring tools



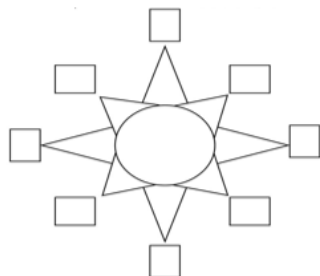
3. Underline the correct choices.

If I saw a nimbostratus cloud, I would expect it to be **high up** / **low** in the sky.
The weather would probably be **windy** / **rainy** / **very hot**.

4. What scientists make weather forecasts? _____

5. Most maps are lined up with which compass direction? _____

6. Label **all 8** points of the compass using the letters E, N, S, W.



7) What do these Ordnance Survey map symbols stand for?



a)	b)	c)
d)	e)	f)

Looking at the grid below:

8) What would you find in 35 24? _____

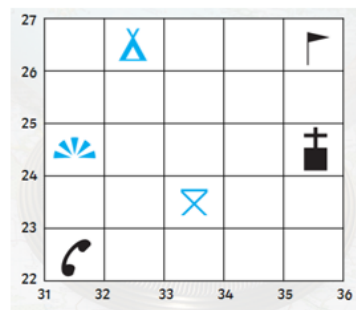
What would you find in 31 22? _____

9) What is the grid reference for:



The campsite? _____

The golf course? _____



10) Why is the job of a meteorologist important?

What teachers need to know

<https://www.rgs.org/schools/teaching-resources/primary-fieldwork/>

Enquiry questions

Primary fieldwork – rivers

Primary fieldwork – weather

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk>

<https://www.metoffice.gov.uk/research/climate/maps-and-data/historic-station-data>

https://digital.nmla.metoffice.gov.uk/SO_86058de1-8d55-4bc5-8305-5698d0bd7e13/ - daily weather reports since 1880s

https://digital.nmla.metoffice.gov.uk/collection_7c59f237-7add-4d78-9c99-4e4210a926e1/

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Europe and Rome	Year:	4	Term:	Summer 1
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Links to prior learning

- Knowledge of Continents and Oceans from Year 3 involving simple comparisons.
- Reference to Rivers and Egyptian climate in Year 3 and weather logging in term 1.

New learning

What are the countries of Europe and what are their capital cities? (Find and name using an atlas and globe.)

What are the differences between regions of Europe?

What can we learn about Europe from a range of geographical maps?

Where are Italy, its coastline, capital, islands (Sardinia and Sicily in particular), the Alps and the River Po? (Using an atlas.)

How is land used in Italy? (Include farming, industry and energy, making comparisons with the UK.)

What is the role of tourism in the Italian economy and what are key landmarks in Rome

Preparation for future learning

Prepares children for learning about Roman Britain in History.

Key vocabulary

Continent, country, capital city, island, ocean, sea, river, coast, mountain, valley, hill.

Mediterranean, Northern Hemisphere, taiga (Boreal forest), tundra, temperate forest, montane forests, Mediterranean vegetation, population, Po river valley, Vatican, landmarks, tourism, Alps (Dolomites), agriculture, industry

Big ideas and key concepts

Biomes, Settlement, Population, Land use, Migration, Environment, Locational knowledge, Climate

Assessment opportunity



Geography – Europe and Italy

End of unit assessment



- 1) Name the seven continents of the world.
- 2) Use a pencil and ruler to match these European countries to their capital cities:

Italy	Berlin
France	Rome
Germany	Paris
- 3) Name 3 other European countries.
- 4) Name 3 other European capital cities.
- 5) Name two climate zones present in Europe.
- 6) What is the name of the largest mountain range in Europe? Part of it stretches across the top of Northern Italy.
- 7) Why is the River Po an important feature of Italy's physical geography?
- 8) Other than Rome, name two of Italy's other major cities.
- 9) Italy has different industries across its varied cities which provide a lot of income into the country. However, tourism is an important provider of income across the country. Why do you think that is?

What teachers need to know

T:\0000 Year 4 2019-2020\Geography\Italy locality study – factfile – Italy

<https://www.rgs.org/schools/teaching-resources/the-mediterranean/>

<https://traveluto.com/famous-landmarks-in-italy/>

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Weather and climate	Year:	4	Term:	Spring 1
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Links to prior learning

This unit builds on children's KS1 knowledge of identifying 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.

Weather logging will have begun in the Autumn Term.

Children can reflect upon knowledge of weather variation in India (from temperate to tropical) and Egypt (Arid / desert) when progressing through this topic.

New learning

- What is the difference between climate and weather?

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

- How many climate zones are there and how do they differ?

What are the world's biomes and how do they differ?

- How is our climate changing and what impact will it have? (Key concept: Climate has always varied over millennia but that there are human drivers of increased climate change.)
- In what ways can we take action to counter climate change?

Preparation for future learning

Introduces and touches upon many of our big ideas and concepts that run throughout our curriculum; Biomes, settlement, land use, resources, population, diversity, environment, climate.

Weather vocabulary prepares children for study of Hathersage/ UK – temperate climate.

Key vocabulary

climate, weather, zones, polar, temperate, Mediterranean, arid/ desert, tropical

Variables: temperature, humidity, atmospheric pressure, wind, **precipitation**.

Northern and Southern hemisphere, equator, latitude, Tropics of Cancer and Capricorn

Big ideas and key concepts

Biomes, Environment, Locational knowledge, Climate

Assessment opportunity

Weather and Climate – End of Unit Quiz

Name: _____

- 1) Write **W** next to any terms which can describe **weather**.
Write **C** next to any terms which can describe **climate**.

Foggy _____ Tropical _____ Changes quickly day to day _____

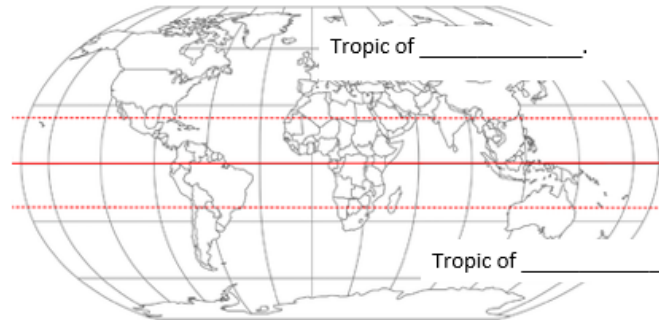
Sunny _____ Polar _____ Changes slowly over time _____

☐

- 2) The Earth can be divided into two halves. We call these halves the Northern and Southern:

☐

- 3) Fill in the blanks.

☐

- 4) What type of climate zone do we live in here in the UK?

☐

- 5) Name three of the six **main biomes** that make up our planet.

☐

- 6) What is global warming? Write a few sentences to explain your understanding.

☐

- 7) Describe a consequence of global warming and who it might impact.

☐

- 8) Describe two ways which we can all help to counter the impact of climate change.

☐

<https://www.bbc.co.uk/bitesize/clips/zr7hyrd>

[Geography KS1/KS2: Climate - BBC Teach](#)

ducksters

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk>

5 or 6 Zones depending on definitions: polar, tundra, temperate, Mediterranean, desert, and tropical.

Weather refers to the conditions today or a short period of time. Climate refers to those patterns over time- typically 30 years.

Tropics of Cancer and Capricorn demarcate the tropical areas.

A **biome** is a large region of Earth that has a certain climate and certain types of living things. Major biomes include Antarctica, [tundra](#), forests (taiga, deciduous and tropical), grasslands, and deserts.

See T:\0000 Year 4 2019-2020\Geography\Water, weather and climate / Biomes

<https://www.rgs.org/schools/teaching-resources/changing-climates/weather-or-climate/>

<https://www.gov.uk/guidance/climate-change-explained#causes-of-climate-change>

<https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do>

<https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Home Nations	Year:	5	Term:	Autumn 1
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Links to prior learning

This unit revisits locational knowledge from KS1 to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

It builds upon Year 3 learning about rivers and knowledge of Weather and Climate from Year 4.

New learning

What are the key human features of the UK? (Settlement, land-use, economic activity)

What is the difference between the UK, The British Isles and Great Britain?

What are the populations of each of the countries of the UK? How have these changed over time?

Which are the most significant cities in the United Kingdom? Where are they located and why? Why have they expanded so greatly?

How is the UK broken up into counties and the 12 different geographical regions?

How is land used in the UK and how has this changed over time?

What are the key physical features of the UK?

Preparation for future learning

This unit provides some background knowledge for the Mountains element later in the year and provides underpinning knowledge needed for study of the Peak District.

Key vocabulary

Counties, settlements, cities, urban, rural, agricultural, population, distribution

Demographic, mountains, rivers, landscapes, water, climate, floods, economy.

Big ideas and key concepts

Migration, settlement, land-use , population, development, diversity, locational knowledge, climate

Assessment opportunity

Tuesday 15th October 2024

Home Nations – End of Topic Assessment

1. Name the 4 countries of the UK.
2. What are the 4 capital cities in the UK?
3. Which major city does the River Thames flow through?
4. What is tallest mountain in the UK?
5. Which country in the British Isles is not part of the UK?
6. What is the approximate population of England? (5.6 million or 56 million.)
7. If **dispersed** is one type of settlement type, what are the other two?
8. What are some 'push' factors that will make people move to a city?
9. What are some 'pull' factors that will make people move to a city?
10. How is land use different in England compared to Scotland?
11. Explain a reason why people move to the UK.
12. Why has the population of the UK increased? (2 reasons)



What teachers need to know

<https://www.rgs.org/schools/teaching-resources/the-united-kingdom/>

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv> Settlement revision

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr> Trade

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/z7jdnrđ> Economic activity

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Mountains, Volcanoes and Earthquakes	Year:	5	Term:	Spring 1
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Links to prior learning

This unit revisits locational knowledge of the UK, Europe and the World. It builds upon learning about UK mountains earlier in the year.

New learning

How is the world broken into tectonic plates and how do these move?

How are mountains formed? What types of mountains are there and what is a good example of each?

What are the major mountain ranges in each continent?

How do volcanoes form and what are their key features?

What are the positive and negative effects of volcanoes?

What causes an Earthquake?

Preparation for future learning

The mountains element prepares children for the study of mountains in the Peak District unit. It provides underpinning physical and human geographical knowledge for the Year 6 USA and Globalisation units.

Key vocabulary

Mountains: mountain range, base, slope, peak, summit, sea level, structure, crust, mantle, outer core and inner core, tectonic plates, fold mountains, fault-block mountains, volcanic mountains, dome mountains

Earthquakes: friction, faults, plate boundaries (Constructive, Destructive, Transform), San Andreas Fault, Pacific Ring of Fire, epicentre, focus, magnitude, Richter Scale, tsunami seismic waves

Volcanoes: magma, eruptions, lava, ash, pressure, structure, magma chamber, main vent, secondary vent, secondary cone, crater, shield volcanoes, stratovolcanoes, active, dormant, extinct.

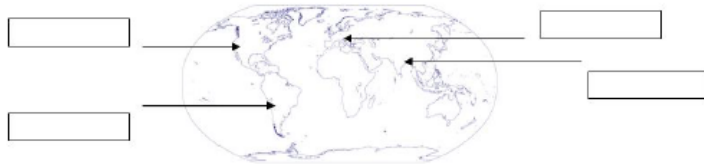
Big ideas and key concepts

Migration, resources, population, environment, locational knowledge

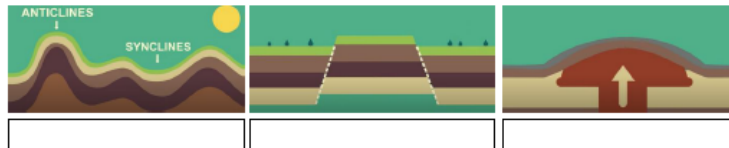
Assessment opportunity

Mountains, Volcanoes and Earthquakes – End of Topic Assessment

1. The Himalayas, The Rockies, The Alps and The Andes are four mountain ranges. Correctly locate them on the map of the World.



2. Label the different types of mountains.



3. Match the volcano feature to its definition.

Conduit	An underground passage which magma travels through.
Ash Cloud	Clouds of ash made up of tiny particles of rock.
Magma Reservoir	The mouth of a volcano at the top.
Crater	A large chamber where Magma builds and pools.

4. What are the 4 layers of the Earth?
5. What is a tectonic plate?
6. What is a plate boundary? Explain the different types of plate boundaries.
7. Name two types of volcano and explain some of their features.
8. Name two advantages and two disadvantages of living near a volcano.
9. What causes an earthquake?

10. What is a tsunami and what causes them?

What teachers need to know

<https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3> Mountains

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc> Volcanoes

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39> Earthquakes

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Region of the UK: Peak District	Year:	5	Term:	Summer 1
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Links to prior learning

This unit revisits locational knowledge conveyed in this year's learning about the Home Nations and Mountains. It builds upon previous learning about local settlements to enable comparisons and contrasts to be drawn with Ruddington/ Nottingham. It will make use of and extend fieldwork skills from Year 4.

New learning

What is a National Park and why are they important?

What methods could be used to travel to the Peak District? Plan a route to Hathersage.

What are the key physical features of the Peak District (including its geology and the development of the Derwent from tributaries via the Trent to the Humber)?

How is the population dispersed or gathered in settlements in the Peak District and why is this so?

What is the economy of the area based upon and how has this changed over time? How does this contrast with Ruddington?

How are Ordnance Survey maps and 6 figure grid references used to record the features of Hathersage and Castleton?

Preparation for future learning

This unit raises the issue of conservation of a designated area and environment, providing a perspective for Year 6's work on sustainability. The geological content prepares children for the natural resources element of the following unit.

Key vocabulary

National parks, Peak District, population, settlements, rivers, mountains, geology, demographic, populous, landscapes, economy, industry, climate, agricultural, livestock, cattle, Ordnance Survey, legend/key

Big ideas and key concepts

Settlement, land use, resources, population, development, environment, locational knowledge

Assessment opportunity

Thursday 23rd May 2024

Peak District End of Unit Assessment

1. What is a National Park?



2. Name one of the responsibilities of the Park Managers.
3. Name the two most common rock types in the Peak District.
4. How does the White Peak get its name?
5. What is the unusual rock, which is only found near Castleton, called and how does it get its name?
6. Name the region's main river and where does it end?
7. What is the total population of the Peak District?
8. How many tourists visit the area each year?
9. Explain the dispersal of the population in the Peak District.
10. Describe the economy of the Peak District.
11. How does the Peak District compare to South Nottinghamshire?

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	USA	Year:	6	Term:	Autumn 1
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Links to prior learning

This unit revisits locational knowledge as well as bringing together a host of other concepts such as biomes, migration, land use, resources, population, diversity and climate.

New learning

Where is the USA located and how many states does it consist of?

What are the key human features of the USA? (Settlement, land-use, economic activity)

What are the key physical features of the USA? (Topography: mountains, coasts, climate, rivers)

How has the population changed in the USA over time?

How does the climate differ across the USA?

What drives the USA economy?

Preparation for future learning

This unit provides underpinning knowledge needed for forthcoming units in Geography: Globalisation and Sustainability. It also supports forthcoming History units: WW2 and Civil Rights.

Key vocabulary

States, population, settlements, rivers, distribution, demographic, populous, landscapes, disaster, water, climate, floods, agricultural.

Big ideas and key concepts

Biomes, migration, land use, resources, population, diversity, environment, locational knowledge and climate.

Assessment opportunity

End of Topic Assessment

1. On which continent is the USA? (1)
2. Name a country that borders the USA. (1)
3. How many states are there in the USA? (1)
4. Name 5 different states. (5)
5. Name 3 different physical features in the USA. (3)
6. Name 3 different human features in the USA. (3)
7. What is the difference between climate and weather? (1)
8. The USA has a very varied climate: agree or disagree? Explain your answer fully. (4)
9. What does the word biome mean? (1)
10. One category of biome is grasslands. Describe what this landscape would look like. (3)
11. Explain how the population of the USA has changed over time. (4)
12. Describe the economy in the USA and name three things that drive the economy (5).

What teachers need to know

[https://www.rgs.org/schools/teaching-resources/united-states-of-america-\(usa\)/](https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/)

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Globalisation	Year:	6	Term:	Spring 1
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Links to prior learning

This and the last unit develops the concept of children finishing at St Peter's with a view of themselves as global citizens and stewards of the future. It requires maturity and a breadth of knowledge from previous years to draw threads together. It links with the previous unit on USA.

New learning

What is globalisation?

What are the reasons behind globalisation?

How does globalisation affect trade?

What are the advantages/ disadvantages of globalisation?

Where will globalisation take us?

Preparation for future learning

This unit provides underpinning knowledge needed for forthcoming unit: sustainability and resources

Key vocabulary

Interconnected, trade, culture, exchange, goods, services, multinational corporations, global economy, wealth.

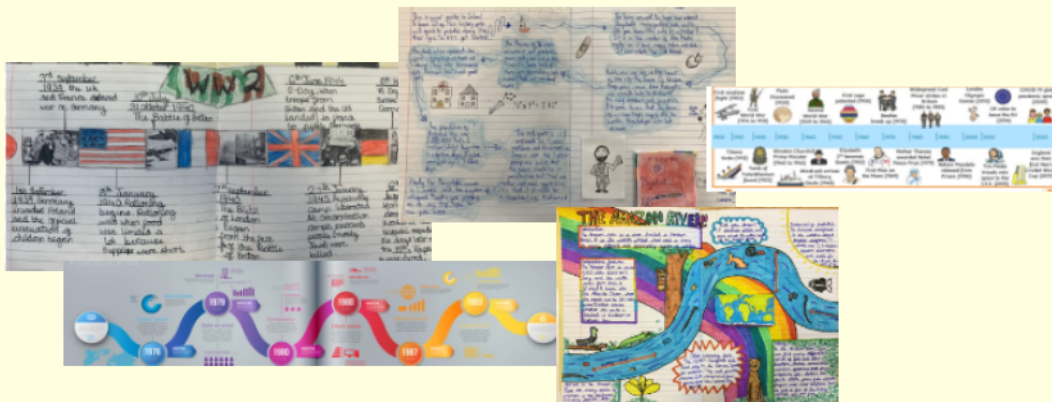
Big ideas and key concepts

Migration, settlement, land use, resources, population, development, sustainability, locational knowledge.

Assessment opportunity

End of topic assessment task

You're going to create a timeline-style double page spread to show what you have learnt about globalisation and how developments over time have led to both positives and negatives around the world.



What teachers need to know

<https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>

GEOGRAPHY CURRICULUM UNIT PLANNER

Unit:	Sustainability and natural resources	Year:	6	Term:	Summer 1
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Links to prior learning

Extends and makes use of learning from threads in years 3-5 particularly the previous unit on globalisation in Y6 and climate change in Y4. Knowledge plus maturity enables them to gain a deeper understanding of the subject.

New learning

Why is recycling important?

Which countries have food insecurity and why?

Why is water security a concern and what can be done about it?

What are the advantages/ disadvantages of renewable & non-renewable energy?

Why is Copenhagen the most sustainable city in the world?

Preparation for future learning

Provides a foundation for the study of human geography at KS3.

Key vocabulary

Sustainability, synthetic, landfills, recycle, food security, water security, renewable, non-renewable, depleting, disposable, wind farm, renewable, resources, environment, finite, sources, natural, fossil fuels, energy, self-sufficient.

Big ideas and key concepts

Resources, environment, sustainability, development, diversity, resources.

Assessment opportunity

End of unit assessment

1. Match the vocabulary to its definition.

Sustainability
Natural resources
Non-renewable resources
Recycling

The action or process of converting waste into reusable material.
Caring for the planet and its natural resources to ensure that future generations of people and animals can live and thrive on Earth.
Resources that are used to produce energy, but are finite (will run out). Fossil fuels are an example.
Materials or substances that are produced by the natural environment.

2. Circle all the natural materials below.

Wood Plastic Oil Coal Paper
Cotton Chalk Glass Leather Steel

3. Give two disadvantages to the use of fossil fuels to provide energy.
4. Describe what the image on the right is showing.
5. Explain why it is important to recycle and re-use items. Include examples of what can and cannot be recycled.
6. Which continent experiences the most food insecurity?
7. Describe what can cause food insecurity and what some of the challenges are that people face in countries where food insecurity is severe?
8. How can we help prevent food insecurity and water scarcity?
9. Which city is the most sustainable in the world?
10. What advice would you give to others in order to make the world a more sustainable place? Make 2-5 points and give reasons.



What teachers need to know

<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7> Sustainability and plastics

<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q> Natural resources

<https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zntxgwx> Fossil fuels and renewables

Further info KS3 <https://www.bbc.co.uk/bitesize/topics/z2vkjxs>