

# GEOGRAPHY CURRICULUM

## Viewley Hill Academy Geographical Concepts Overview

	<b>Location</b>	<b>Places and regions</b>	<b>Human-Environment interaction</b>	<b>Movement</b>
	<i>A focus on where places are: their unique location with the aim of gaining an understanding of the order of the world.</i>	<i>A focus on the characteristics, including the names of places, within a location, such as the historical significance of it; how it is situated in the world; its climate as well as the population and culture that inhabits a place.</i>	<i>A focus on the ways in which humans interact, adapt, depend on and modify the environment, for example how they might adapt to drought/ earthquakes; modify the environment positively or negatively; depend on it for its natural resources.</i>	<i>A focus on how humans and the products they create travel around the globe, for example migration, resources and trade.</i>
<b>KS1</b>				
<b>The United Kingdom:</b> The streets around my school	✓	✓	✓	
Improve an aspect of the school environment	✓	✓	✓	
<b>Geography of the world</b> Continents and oceans	✓	✓		✓
<b>Contrasting locality:</b> Botany Bay	✓	✓	✓	
<b>LKS2</b>				
<b>Geography of the UK</b> Our community	✓	✓	✓	
<b>Geography of the UK</b> Counties	✓	✓		
<b>Geography of the world</b> Volcanoes and earthquakes	✓	✓	✓	
<b>Geography of Europe</b> Rivers	✓	✓	✓	✓
<b>UKS2</b>				
<b>Our forests:</b> The Amazon Rainforest	✓	✓	✓	✓
Resources and world Trade			✓	✓
Human& Physical Mountains: <b>A region of N America</b> The Rockies	✓	✓		
Our coastline	✓	✓	✓	

Viewley Hill Academy  
Progression and Disciplinary Skills: **Geography**

Year Group	Enquiry	Collecting, analysing and interpreting	Interpreting sources	Analysing and communicating	Evaluating and debating
R	Respond to simple closed questions (teacher-led).	Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area- drawing around objects. Record weather daily.	Begin to use simple locational/directional language (e.g. near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.	Construct scenes and plans through taking photographs of buildings and places in school and locality.  Make simple models of the locality.	Begin to make observations linked to familiar features.
1	Ask and respond to simple closed questions (teacher-led).	Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area  Make observations about where things are e.g. within the school and local area.  Record weather across seasons.	Understand that maps and the globe are used to locate key places around the world. Use reference books as sources of information. Use simple atlases to locate some places within the UK. Use 4 points of a compass in the context of the school grounds.	Recognise some human and physical features. Begin to appreciate different weather patterns around the world. Begin to construct simple plans.	Make appropriate observations.
2	Ask and answer simple geographical questions e.g. where is it? what is it like? (some open-ended questions).	Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area (e.g. note taking, videoing, taking photos, data collection, sketches, suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic).	Use books, maps, pictures, photographs as well as the internet as sources of information. Use simple atlases to locate places and some features within the countries of the UK. Use 4 points of a compass in the context of the local area.	Make simple comparisons between features of different places. Appreciate how patterns are different in different parts of the world. Begin to construct simple maps and plans and use and construct basic symbols in a key.	Make appropriate observations about why things might happen.

3	Begin to ask and initiate geographical questions e.g. What is it like? How did it get like this? Why is it changing?	Begin to collect and record evidence linked to local area studies and fieldwork. Talk about the features within their community. Explain similarities and differences using geography knowledge.	Use maps to locate countries and major cities within the UK. Use alpha-numerical grids on an atlas to identify the exact location of places. Use the 8 points of the compass to identify the position of counties. Use map symbols to identify human and geographical features.	Begin to appreciate why some physical and human features will be different from region to region. Analyse sources and begin to draw conclusions between 2 regions. Begin to appreciate why some physical features will be different in countries within the same continent. Construct simple sketch maps linked to the local area.	Recognise how human geographical features are determined by location and may change over time.
4	Ask and answer questions and offer their own ideas e.g. Why do you think it is like this? What other places are affected?	Investigate places and themes at more than one scale, collecting and recording evidence with some support (River Tees/ Amazon River).  Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.  Use and interpret graphs to identify features e.g. volcanic eruptions/ earthquakes.	Use maps (incl topographic) to locate countries, major cities including some physical/ human features within the UK. Use the 8 points of a compass to describe the position of counties in relation to each other and their location in the country. Use 4 figure and alpha-numerical grid references to find and identify the exact location of places and their features	Explain what a place is like and why. Explain why physical features of countries within the same continent will be different.  Construct maps including sketch maps to show features such as land use-begin to show relative distances.	Understand how and why ideal settlements may have changed over time.  Recognise that people have differing views about environmental issues.
5	Initiate geographical enquiry questions and answer questions offering relevant explanations	Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality.	Use a range of maps, including topographical. Use lines of longitude and latitude to locate some geographical features.	Use diagrams to support writing short descriptions of geographical features. Explain that one feature can be caused by another. Use scaffolds and models to construct maps, graphs and charts, in order to communicate information.	Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.

6	Initiate geographical enquiry questions and offer explanations for observations or judgements about places.	Collect and record evidence linked to the growth of Middlesbrough as part of a local area study.  Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality.	Use a range of maps, incl topographical. Use lines of longitude and latitude to describe and identify features of geographical places.	Use diagrams to support writing short descriptions, including explanation of geographical features. Explain how one feature can be caused by another. Construct maps, graphs and charts in order to communicate information.	Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.
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## Substantive Concepts and Knowledge – Geography

	Location	Places and Regions	Human-Environment interaction	Movement
<b>Pre-school/ Nursery</b>	<ul style="list-style-type: none"> <li>• Home is a different place from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Things change in the world around me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can change the place around me (play).</li> </ul>	<ul style="list-style-type: none"> <li>• People move in and out of our street.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Maps are about place.</li> <li>• Maps show where land is in green and where sea is in blue.</li> </ul>	<ul style="list-style-type: none"> <li>• My school is called Viewley Hill Academy.</li> <li>• The weather can change from day to day and from place to place.</li> <li>• Different places have different animals that live there.</li> </ul>	<ul style="list-style-type: none"> <li>• I can change the place around me (gardening).</li> </ul>	<ul style="list-style-type: none"> <li>• People move in and out of our school.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Maps are about place.</li> <li>• Their address.</li> <li>• A map of the school/ my home will show its exact location.</li> <li>• Viewley Hill Academy is in Middlesbrough.</li> <li>• Middlesbrough is a town in England.</li> <li>• England is in the United Kingdom and so is Scotland, Wales and Northern Ireland.</li> <li>• The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.</li> <li>• The equator marks the different parts of the Earth: the northern and southern hemisphere.</li> <li>• The United Kingdom is an island located within the continent of Europe.</li> <li>• Europe is in the Northern Hemisphere.</li> <li>• Middlesbrough is a town in the country of England, which is located in the Northern Hemisphere.</li> <li>• Botany Bay is a town in the region of Sydney, Australia which is in the Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Middlesbrough is in England</li> <li>• Four countries make up the United Kingdom: England, Ireland, Scotland and Wales.</li> <li>• The capital city of England is London.</li> <li>• There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.</li> <li>• The UK has warm summers and cool winters but in the UK it rains throughout the entire year.</li> <li>• The names of the world's seven continents.</li> <li>• The names of the world's five oceans.</li> <li>• Weather is what it is like outside each day, whereas climate is the weather patterns in one area over a long time.</li> <li>• The UK has a temperate climate which means it has four seasons with warm summers and cool winters.</li> <li>• Botany Bay also has a temperate climate, although most of Australia is much drier and hotter.</li> <li>• Places including our local areas have both human and physical features which make them unique.</li> </ul>	<ul style="list-style-type: none"> <li>• Humans can adapt the environment in both positive and negative ways.</li> <li>• Humans can modify the environment around them to improve aspects of it.</li> <li>• Our local area has been adapted and modified by humans over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Tourists are people who visit one place from another place.</li> <li>• People move from different countries to live in another country.</li> </ul>

**LKS2**

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| <ul style="list-style-type: none"><li>• Middlesbrough is in the county of North Yorkshire in the North East region of England.</li><li>• World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.</li><li>• The Equator is at the centre of lines of latitude and is at 0° latitude.</li><li>• The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.</li><li>• The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole.</li><li>• The Antarctic Circle (also a line of latitude) circles the Earth near the South Pole.</li><li>• Mountains are often located together in a group called a mountain range.</li></ul> | <ul style="list-style-type: none"><li>• There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West.</li><li>• A county is a smaller area of England and contains many towns and villages.</li><li>• Regions within the United Kingdom have different human and physical features and so use land in different ways.</li><li>• A river is a moving body of water that drains the land.</li><li>• The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates.</li><li>• Earthquakes are caused when the Earth's tectonic plates slide together or move apart.</li><li>• Mountains are areas of land that are much higher than the land surrounding them. They are generally over 600 metres high.</li><li>• A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape.</li><li>• Both the Arctic and Antarctic Circle are very cold all year round.</li><li>• Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.</li><li>• There are three main climate zones across our planet: Polar, temperate and tropical.</li></ul> | <ul style="list-style-type: none"><li>• Land can be used in different ways: natural land (open land and forests); built on land (towns and cities); farmland.</li><li>• A city is larger than a town and usually has a high concentration of buildings and is home to many people.</li><li>• Urban areas are towns or cities where many people live and work. There are more houses, buildings, roads and other human-made features.</li><li>• Rural areas are places where there are more natural spaces and fewer people.</li><li>• Major towns and cities are along the route of rivers like these, this is because historically, people built settlements near to rivers for easy access to water.</li><li>• Rivers are home to many plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.</li><li>• There are benefits of volcanic eruptions on the economy of a country due to tourism and the natural resources that they can lead to e.g. geothermal heat.</li></ul> | <ul style="list-style-type: none"><li>• Humans have migrated towards rivers to make settlements because they offer natural resources, such as water for irrigation and also opportunities for transportation</li><li>• Humans choose to live close to active volcanoes because the surrounding land is so fertile.</li><li>• Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another.</li><li>• People choose to move within and between countries for both economic, social and physical reasons.</li></ul> |
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## UKS2

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| <ul style="list-style-type: none"><li>• Ordnance survey is Britain's mapping agency.</li><li>• Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.</li><li>• Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn.</li><li>• North America is the third largest continent in the world and located in the Northern Hemisphere.</li><li>• Time is different depending on where you are located within the world.</li><li>• Middlesbrough is located close to a number of coasts.</li></ul> | <ul style="list-style-type: none"><li>• Biomes are areas of the planet with similar climates, landscapes, animals and plants.</li><li>• There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra.</li><li>• A rainforest is a tall, dense forest that receives lots of rain every year.</li><li>• There are two types of rainforests: tropical rainforests and temperate rainforests.</li><li>• Different plants and animals can be found living within the different layers of the rainforest.</li><li>• They have different physical features that enable them to survive in a particular area of the rainforest.</li><li>• The climate is very cold in the North of North America, near the Arctic Circle however, it is very warm in the South close to the Equator.</li><li>• The Rocky Mountains are part of The Mountainous West region and are North America's largest range.</li><li>• Coastlines are constantly changing, due to the action of waves, tides and currents which erode the land and deposit materials from the sea.</li><li>• Every place on Earth has its own unique group of natural resources.</li><li>• Some countries have lots of oil or diamonds.</li><li>• Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.</li><li>• Whitby is a coastal town near to Middlesbrough that has rich historical heritage and a number of unique human and physical features.</li></ul> | <ul style="list-style-type: none"><li>• Deforestation is the removal of trees by humans. It fuels climate change and threatens the health of the whole planet</li><li>• The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services.</li><li>• Trade is an agreement between two countries to buy and sell goods.</li><li>• Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.</li><li>• Natural resources that are limited and will run out eventually are known as non-renewable.</li><li>• Other natural resources can be replaced and these are known as renewable.</li><li>• Extractions of natural resources can have a negative impact on the environment.</li><li>• The Rockies are rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal.</li></ul> | <ul style="list-style-type: none"><li>• Resources and human movement are both likely to be affected by climate change.</li><li>• As areas of the world become hard to farm, for instance because of drought, humans will migrate towards more urban areas, putting more pressure on resources there.</li></ul> |
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## Long Term Curriculum Map: **Geography**

### Cycle A

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Pre-school/ Nursery</b>	<p style="text-align: center;"><b>Skills and fieldwork</b> Familiar environments; school and locality. Notice change</p>	<p style="text-align: center;"><b>Location/ simple mapping</b> Maps</p>	<p style="text-align: center;"><b>Location and Places and regions</b> World countries and animals that live there.</p>
<b>Reception</b>	<p style="text-align: center;"><b>Simple mapping</b> Draw simple maps linked to a story <b>Places and regions</b> Link learning to the world map</p>	<p style="text-align: center;"><b>Location/ simple mapping</b> Maps</p>	<p style="text-align: center;"><b>Location and Places and regions</b> World countries and animals that live there. <b>Places and regions</b> Weather</p>
<b>KS1</b>	<p style="text-align: center;"><b>Places and regions</b> Weather <b>The United Kingdom</b> Countries and Capitals</p>		<p style="text-align: center;"><b>Skills and fieldwork</b> The streets around my school</p>
<b>LKS2</b>	<p style="text-align: center;"><b>Skills and Fieldwork</b> Our Community</p>	<p style="text-align: center;"><b>Places and regions: Geography of UK</b> Regions &amp; Comparison: Yorkshire/ Greater London <b>Place knowledge: Geography of World</b> Longitude/ Latitude</p>	
<b>UKS2</b>	<p style="text-align: center;"><b>Location/ Skills and Fieldwork</b> Our Forests <b>Places and regions: Geography of World</b> The Amazon Rainforest</p>	<p style="text-align: center;"><b>Human-Environment Interaction/ Movement</b> Resources and world trade</p>	

**Long Term Curriculum Map: Geography**  
**Cycle B**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Pre-school/ Nursery</b>	<b>Skills and fieldwork</b> Familiar environments; school and locality. Notice change	<b>Location/ simple mapping</b> Maps	<b>Location and Places and regions</b> World countries and animals that live there.
<b>Reception</b>	<b>Simple mapping</b> Draw simple maps linked to a story <b>Places and regions</b> Link learning to the world map	<b>Location/ simple mapping</b> Maps	<b>Location and Places and regions</b> World countries and animals that live there. <b>Places and regions</b> Weather
<b>KS1</b>	<b>Location/ Skills and Fieldwork</b> My Local Area	<b>Place knowledge: Geography of World</b> Continents and Oceans The equator and poles: Hot & Cold places	<b>Places and regions</b> A non-European region: Botany Bay
<b>LKS2</b>	<b>Places and regions</b> The geography of Europe	<b>Places and regions</b> Volcanoes & Earthquakes (European region)	<b>Location and Places and regions/ skills and fieldwork</b> Rivers
<b>UKS2</b>		<b>Location and Places and regions</b> Mountains <b>World region comparison</b> The Rockies	<b>Location and Places and regions/ skills and fieldwork</b> Our coastline

**GEOGRAPHY**  
**CURRICULUM**  
**CYCLE A**

**Prior Learning EYFS:**

- ✚ Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area

**Prior Learning KS1 (Year 2 only):**

- ✚ Make observations about where things are e.g. within the school and local area.
- ✚ Make simple comparisons between features of different places.

**KS1 GEOGRAPHY – Autumn A**

**FOCUS FOR UNIT:** Locational Knowledge: Countries and capitals

**CONCEPT:** Location

**Future Learning LKS2:**

- ✚ Use maps to locate countries and major cities within the UK.
- ✚ Begin to appreciate why some physical and human features will be different from region to region.

**Vocabulary**

Country, capital city, island, surrounded, bordered, United Kingdom, tourist, cultural, parliament, government, varied, lowlands, inland, attractions, contrast, coastal, plain, landscape, volcanic, columns

**Teaching Sequence for unit of work**

**What is the United Kingdom?**

**Key knowledge:**

The United Kingdom is comprised of England, Scotland, Wales and Northern Ireland. Each country has its own capital city. There are many islands that surround the UK. An island is an area of land that is surrounded by water. The UK is bordered by four seas: The English Channel; The North Sea; The Irish Sea and the Atlantic Ocean.

**Key Skills**

Interpret sources

**What is England like?**

**Key knowledge:**

England is the largest of the four countries in the United Kingdom. It is mainly low hills and plains, with mountain in the North and West. The capital city of England is London, which is a large city that attracts many tourists due to its historic buildings and attractions. London is where the country's government is situated.

**Key skills:**

Enquiry  
Interpret sources  
Analysing and communicating

**What is Scotland like?**

**Key knowledge:**

Scotland is the second largest country of the UK and has many small islands. The land is varied from rural lowlands, dramatic mountains, inland lakes (lochs) and large cities. The capital city is Edinburgh, which attracts many tourists for its history and cultural festivals. The Scottish parliament is based in Edinburgh.

**Key skills:**

Enquiry  
Interpret sources  
Analysing and communicating

**What is Wales like?**

**Key knowledge:**

Wales has a varied geography with strong contrasts. In the south, flat coastal plains give way to valleys, then to ranges of hills and mountains in mid and north Wales. Wales attracts tourists because of its historic buildings and landscapes. The Welsh parliament is based in its capital city, Cardiff.

**Key skills:**

Enquiry  
Interpret sources  
Analysing and communicating

**What is Northern Ireland like?**

**Key knowledge:**

Northern Ireland has rolling hills surrounded by low mountains. Near the middle of Northern Ireland is Lough Neagh, the largest lake in the United Kingdom. The northern coast is made up of thousands of volcanic rock columns. The capital city of Northern Ireland is Belfast.

**Key skills:**

Enquiry  
Interpret sources  
Analysing and communicating

**Prior Learning EYFS:**

- ✚ Respond to simple closed questions (teacher-led).
- ✚ Begin to make observations linked to familiar features.

**Prior Learning KS1 (Year 2 only):**

- ✚ Ask and respond to simple closed questions (teacher-led).
- ✚ Record weather across seasons.

**KS1 GEOGRAPHY – Autumn A**

**FOCUS FOR UNIT:** Human and physical geography: Seasonal and daily weather

**CONCEPT:** Places and regions

**Future Learning LKS2:**

- ✚ Begin to collect and record evidence linked to local area studies and fieldwork.

**Vocabulary**

Season, spring, summer, autumn, winter, weather, rain, snow, sleet, hail, fog, cloud, sun, change, differ, different, countries, fieldwork, question, findings, record

**Teaching Sequence for unit of work**

**What are seasons?**

**Key knowledge:**

In the UK, we have four seasons: spring, summer, autumn and winter. Each season lasts about three months and has different weather.

The weather is also different in different parts of the UK.

**Key skills:**

Enquiry  
Interpreting sources

**What is weather?**

**Key knowledge:**

Weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy. The weather changes regularly and is different during different seasons and across different countries.

**Key skills:**

Enquiry

**How will we measure the weather this season?**

**Key knowledge:**

Plan the fieldwork (qu to answer; what to find out). Then think about how you will do your fieldwork, decide what you need to do to carry it out. Make charts and pictograms to record findings.

**This session to be repeated as part of monitoring weather throughout the year.**

**Key skills:**

Enquiry  
Collect, analyse and interpret  
Analysing and communicating

**How does weather differ across the UK?**

**Key knowledge:**

Plan the fieldwork (qu to answer; what to find out). Then think about how you will do your fieldwork, decide what you need to do to carry it out. Make charts and pictograms to record findings.

**This session to be repeated as part of monitoring weather throughout the year.**

**Key skills:**

Enquiry  
Collect, analyse and interpret  
Analysing and communicating

**Prior Learning EYFS:**

- ✚ Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area

**Prior Learning KS1:**

- ✚ Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area
- ✚ Make observations about where things are e.g. within the school and local area.
- ✚ Recognise some human and physical features.

**LKS2 GEOGRAPHY – Autumn A**

**FOCUS FOR UNIT:** Human and physical geography of a region of the UK

**CONCEPT:** Locational knowledge; Our Community

**Teaching Sequence for unit of work**

**Future Learning UKS2:**

- ✚ Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data,

**Vocabulary**

Location, Hemlington, Middlesbrough, North East England, human geography, physical geography, topographical, borough, characteristics, cause, change, land use, recreation

**Where is our community?**

**Key Knowledge:**

A community is a group of people living in the same place. Our community is in Hemlington, which is part of the borough of Middlesbrough in North East England.

**Key skills:**

Enquiry  
Interpreting sources

**What are the physical features of our community?**

**Key Knowledge:**

Hemlington stands on higher ground than the centre of Middlesbrough, between the village of Stainton and the suburb of Nunthorpe. It is 5 miles from the centre of Middlesbrough in the south west of the borough.

**Key skills:**

Interpreting sources

**What are the human features of our community?**

**Key knowledge:**

Hemlington was built on farmland in the 1960s to provide housing for the expanding population of Middlesbrough. It is centred around a large, man-made lake, which is used for recreation. It has a parade of shops, a library, a post office, 3 schools and a Baptist church. These provide essential services.

**Key skills:**

Collecting, analysing and interpreting

Y3 collect and record evidence  
Y4 use grid references to pinpoint precise locations

**How has our community changed?**

**Key knowledge:**

Originally, Hemlington was two large farms – Hemlington Hall Farm and Viewley Hill Farm. These were used to build a large housing estate, which expanded as streets in the town centre were demolished. Hemlington Hall Farm had a large natural dip, which was made into the lake. The farmhouse was converted into a community centre in the 1960s. Until 1989 there was a hospital, set in countryside. The Parkway (A174) enables people reach the Wilton site.

**Key skills:**

Evaluating and debating  
Cause and Effect

*Are all the changes to Hemlington for the better?*

### **Prior Learning KS1:**

- ✚ Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area
- ✚ Use simple atlases to locate places and some features within the countries of the UK.

### **Prior Learning LKS2**

- ✚ Begin to collect and record evidence linked to local area studies and fieldwork.
- ✚ Use 4 figure and alpha-numerical grid references to find and identify the exact location of places and their features

## **UKS2 GEOGRAPHY - Autumn A**

**FOCUS FOR UNIT:** A region of the UK –  
Our Forests

**CONCEPT:** Places and regions

### **Future Learning UKS2:**

Understand geographical similarities, differences and links between places

### **Vocabulary**

Undergrowth, plentiful, sheltered, mature, native, situated, conifer, broadleaf, evergreen, deciduous, recycle, regulate, purify, biome, climate change, species, protect, promote, biodiversity, reintroduce

## **Teaching Sequence for unit of work**

### **What is a forest and why do we have so many?**

#### **Key knowledge:**

A forest is a large area, covered with trees and undergrowth. The United Kingdom is ideal for tree growth, thanks to its mild winters, plentiful rainfall, fertile soil and hill-sheltered topography. In the absence of people, much of Great Britain would be covered with mature oaks (native trees), except for Scotland

#### **Key skills:**

Interpreting sources

### **Where is our closest forest?**

#### **Key knowledge:**

Guisborough forest is situated between Teesside and the North York Moors. The forest is currently 45% conifer and 30% broadleaf. However, work is underway to increase the number of broad-leaved trees to 50% in the next 50 years. Conifer are evergreen trees with narrow, dark green needles. Broadleaf trees are deciduous, with larger, lighter green foliage.

#### **Key skills:**

Enquiry  
Collecting, analysing and interpreting

### **Why are forests important?**

#### **Key knowledge:**

Forests are crucial because they recycle the air we breathe, regulate rainfall and climate patterns around the world. The biome can purify water and store carbon, which is why they are so important in addressing climate change. They also provide habitats for many different species, such as birds, squirrels, bats, butterflies and foxes.

#### **Key skills:**

Enquiry  
Analysing and communicating

### **Why should we conserve forests?**

#### **Key knowledge**

In the UK, many forests are managed by The Forestry Commission, which is the government department responsible for protecting, expanding and promoting the sustainable management of all woodlands. Forests help to provide biodiversity, protect from soil erosion and help resist climate change. In addition to providing habitats for a wide range of plants and animals, they are also important in reintroducing lost species, such as water voles in Kielder Forest and red kites.

#### **Key skills:**

Enquiry  
Analysing and communicating  
Evaluating and debating

**Prior Learning KS1:**

- + Make simple comparisons between features of different places.
- + Ask and answer simple geographical questions

**Prior Learning LKS2:**

- + Begin to collect and record evidence linked to local area studies and fieldwork.
- + Explain similarities and differences using geography knowledge.
- + Analyse sources and begin to draw conclusions between 2 regions.

**Future Learning KS3:**

- + Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

**UKS2 GEOGRAPHY – Autumn A**  
**FOCUS FOR UNIT:** A region of South America  
**CONCEPT:** Places and regions/ Human-environment interaction

**Vocabulary**

miles, tributaries, basin, rainforest, biome, tropical, common, indigenous, ecosystem, species, deadly, venomous, diversity, absorbing, releasing, stabilize, climate, maintain, atmosphere, deforestation

**Teaching Sequence for unit of work**

**Where is the Amazon Basin?**

**Key knowledge:**

The Amazon Basin in south America covers over 2.6 million square miles (40% of South America) and funnels water from over a thousand tributaries in eight countries into **the 4,000-mile-long Amazon River. The basin includes much of Brazil, Peru and Columbia** and parts of Bolivia.

**Key skills:**

Interpreting sources

**What is the Rainforest?**

**Key knowledge:**

The Amazon rainforest covers most of the **Amazon basin of South America**. It is a **moist, broadleaf tropical rainforest** in the **Amazon biome**. **It is the world's largest tropical rainforest**. The five most common types of tree in the Rainforest are the kapok tree, the strangler fig, the iconic Brazil nut tree, the rubber tree, and the mahogany tree.

**Key skills:**

Enquiry  
Interpreting sources  
Analysing and communicating

**Who lives in the Rainforest?**

**Key knowledge:**

Around **400-500 indigenous tribes** live in the Rainforest. It has a very rich ecosystem of around **40,000 plant species, 1,300 bird species, 3,000 types of fish, 430 mammals and 2.5 million different insects**. It is also home to deadly creatures such as electric eels, piranhas, the poison dart frog, jaguars and venomous snakes.

**Key skills:**

Enquiry  
Interpreting sources  
Analysing and communicating

**Why is the Rainforest important?**

**Key knowledge**

A great diversity of plants and animals lives in the Rainforest, **which also helps keep our planet healthy by absorbing carbon dioxide and releasing oxygen that everything needs to survive. This also helps to stabilize the Earth's climate.** The Rainforest also helps to maintain the world's water cycle by adding water to the atmosphere.

**Key skills:**

Interpreting sources  
Analysing and communicating

**Why is the Rainforest at risk?**

**Key knowledge**

Large scale **deforestation** is occurring in the forest, creating many different harmful effects. Scientists believe that the Rainforest is close to the point when it will no longer create rain and support the ecosystem. Reasons for this are ranching, mining, logging, fire and lack of government control.

***How could governments prevent the destruction of the Rainforest?***

**Key skills:**

Cause and effect  
Evaluating and debating



**Prior Learning EYFS:**

- ✚ Recognise features of familiar environments
- ✚ Use simple locational and directional language

**Prior Learning KS1:**

- ✚ Use books, maps, pictures, photographs as well as the internet as sources of information
- ✚ Use simple atlases to locate places and some features within the countries of the UK.
- ✚ Use 4 points of a compass in the context of the local area

**LKS2 GEOGRAPHY – Spring A**  
**FOCUS FOR UNIT:** Geography of the world:  
 longitude and latitude

**CONCEPT:** Location

**Future Learning UKS2:**

- ✚ Use diagrams to support writing short descriptions, including explanation of geographical features.
- ✚ Explain how one feature can be caused by another.
- ✚ Construct maps, graphs and charts to communicate information.

**Vocabulary**

Latitude, longitude, coordinate, distance, degrees, divisions, minutes, equidistant, equator, increase, direct, climate zone, polar, temperate, tropical, exposure, tropics, seasons, time zone, local time

**Teaching Sequence for unit of work**

**How is the world mapped?**

**Key Knowledge:**

Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately. Lines of latitude circle the Earth from east to west. These invisible lines are all the same distance apart. These are measured in degrees. Each degree of latitude is separated into smaller divisions called minutes. Lines of longitude run north and south. These lines are measured in the same way as the lines of latitude. Lines of longitude are not equal distances (equidistant) from each other

**Key skills:**

Interpreting sources

**How do we use this information to locate world cities?**

**Key knowledge:**

Lines of latitude and longitude help to create a coordinate to locate a place accurately. Numbers and letters are used to create this coordinate. Within the coordinate, the ° stands for degrees and the ' stands for minutes. The letters relate to north, south, east or west and are shown as capitals. The latitude is always given first.

**Key skills:**

Interpreting sources

**What are climate zones?**

**Key knowledge:**

As latitude increases towards the north or south away from the equator, temperatures become cooler. This is because as latitude increases, the Sun's rays are shining on the planet less directly. This creates three main climate zones across our planet:  
Polar-within the Arctic and Antarctic circles-much colder as receive least sun exposure.  
Temperate-areas between tropical and polar-experience a wide variety in climate and usually have 4 seasons.  
Tropical-from the Equator to the tropics receives most sun exposure so hot all year round.

**Key skills:**

Interpreting sources  
 Analysing and communicating

**What are time zones?**

**Key knowledge:**

Time is different depending on where you are in the world. Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the sun is highest, we have to divide the world into time zones. The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees so the Earth turns 15 degrees each hour. The Earth has 24 different time zones and local time depends on which time zone you are in.

**Key skills:**

Interpreting sources  
 Analysing and communicating

**Prior Learning: EYFS:**

✚ Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area

**Prior Learning KS1:**

- ✚ Make observations about where things are e.g. within the school and local area.
- ✚ Understand that maps and the globe are used to locate key places around the world.
- ✚ Use simple atlases to locate some places within the UK.

**Future Learning UKS2:**

✚ Use a range of maps, incl topographical. Use lines of longitude and latitude to describe and identify features of geographical places.

**LKS2 GEOGRAPHY – Spring A**  
**FOCUS FOR UNIT:** Counties and cities of the UK  
**CONCEPT:** Locational knowledge

**Vocabulary**

County, boundary, estuary, moorland, lowland, thriving, textiles, preserved, parsonage, region, borough, landmark, urbanised, factory, mill, population, facilities

**Teaching Sequence for unit of work**

**What are the physical features of Yorkshire?**

**Key Knowledge:**

Yorkshire is a county in North East England. Its boundaries historically are: The River Tees to the north; the North Sea coast to the east and the Humber Estuary to the south. The west is bounded by the Pennine Hills. The land has high moorlands and central lowlands. Major rivers are the Derwent, Esk, Ouse and Don. The county has both Heritage coasts and National Parks.

**Key skills:**

Interpreting sources

**What are the human features of Yorkshire?**

**Key Knowledge:**

There are many impressive, historically important features in Yorkshire, such as Salts Mill, which demonstrates the once-thriving British textile industry; The Shambles in York, which is the best-preserved mediaeval street in the world and the Bronte Parsonage in Haworth, home to the great literary family.

**Key skills:**

Enquiry  
Interpreting sources

**What are the physical features of Greater London?**

**Key knowledge:**

Greater London is a region of England. It is split into 32 boroughs and the city of London. Most of the region is low-lying and flat and mainly urban. The second longest river in the UK runs through the region - The Thames. This region also has lots of parks, forests and waterways.

**Key skills:**

Enquiry  
Interpreting sources  
Analysing and interpreting

**What are the human features of Greater London?**

**Key knowledge:**

Over nine million people live in the Greater London region. Many of the United Kingdom's most famous landmarks are located within Inner London. Tourists travel from all over the globe to visit: Buckingham Palace, Trafalgar Square, Tower Bridge and Wembley Stadium.

**Key skills:**

Enquiry  
Interpreting sources

**How and why has land use in the UK changed over time?**

**Key knowledge:**

Over half the land in the UK is used for farming. People started to use land for farming in the Neolithic period. Before that most of the land in the UK would have been natural land. Over 250 years ago the land in the UK became more urbanised with more factories, houses, roads and train lines being built. Over the past 100 years the population of the UK has increased by over half - more people means more housing and facilities.

**Key skills:**

Enquiry  
Evaluating and debating

### **Prior Learning KS1:**

- ✚ Make simple comparisons between features of different places.
- ✚ Appreciate how patterns are different in different parts of the world.

### **Prior Learning LKS2:**

- ✚ Use maps (incl topographic) to locate countries, major cities including some physical/ human features within the UK.
- ✚ Explain why physical features of countries within the same continent will be different.
- ✚ Explain what a place is like and why.

### **Future Learning KS3:**

- ✚ Economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources

**UKS2 GEOGRAPHY – Spring A**  
**FOCUS FOR UNIT:** Human and physical geography: Resources and world trade  
**CONCEPT:** Human-environment interaction  
 Movement

### **Vocabulary**

Natural resource, fossil fuels, unique, distributed, uneven, trade, goods, economy, generates, arrangement, developing countries, social, environmental, renewable, replaced, solar, hydropower, farming, logging, civilisation, techniques, extraction, pollution, degradation

## **Teaching Sequence for unit of work**

### **What is a natural resource and what are they used for?**

#### **Key knowledge:**

A natural resource is something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels. Air, water and sun are all essential for life; crops grown on fields provide both people and animals with food; wood from trees is used for building and sometimes heating; coal, gas and oil are all fossil fuels and are used to fuel machines and provide energy for heating; Minerals are raw materials that are used for making new materials.

#### **Key skills:**

Collecting, analysing and interpreting

### **How are natural resources distributed?**

#### **Key knowledge:**

Every place on Earth has its own unique group of natural resources. Some countries have lots of oil or diamonds. Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.

#### **Key skills:**

Interpreting sources

### **How do resources travel around the world?**

#### **Key knowledge:**

Trade is an agreement between two countries to buy and sell goods. The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services. Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.

#### **Key skills:**

Interpreting sources

### **What is renewable and non-renewable energy?**

#### **Key knowledge**

Natural resources that are limited and will run out eventually are known as non-renewable. The production of non-renewable energy sources made by burning fossil fuels can have a negative impact on people and the environment. Other natural resources can be replaced and these are known as renewable. Renewable energy sources include: solar energy, wind power, hydropower, tidal power.

#### **Key skills:**

Analysing and communicating

### **How does resource exploitation create problems for the environment?**

#### **Key knowledge**

Farming is the number one way in which we get natural resources, then logging, which involves cutting trees for sale as timber or pulp and finally through mining. Since civilisation began people have used mining techniques to access minerals in the surface of the Earth. Extraction of these resources can have a negative impact on the environment through pollution, deforestation, climate change and soil degradation.

#### **Key skills:**

Evaluating and debating

**Prior Learning EYFS:**

- ✚ Construct scenes and plans through taking photographs of buildings and places in school and locality.
- ✚ Begin to make observations linked to familiar features.

**Prior Learning KS1 (Year 2 only):**

- ✚ Recognise some human and physical features.
- ✚ Understand that maps and the globe are used to locate key places around the world.
- ✚ Use reference books as sources of information.
- ✚ Use simple atlases to locate some places within the UK.

**KS1 GEOGRAPHY – Summer A**

**FOCUS FOR UNIT:** Human and physical geography:

The Streets Around my School

**CONCEPT:** Places and regions, human-environment interaction

**Future Learning LKS2:**

- ✚ Use maps to locate countries and major cities within the UK.
- ✚ Begin to appreciate why some physical and human features will be different from region to region.
- ✚ Recognise how human geographical features are determined by location and may change over time.

**Vocabulary:**

aerial view, symbol, compass, town, terraced, semi-detached, detached, terraced, bungalow, flat, street, road, physical, natural, human, man-made, buildings, lake, route

**Teaching Sequence for unit of work**

**What is on a map and how do I use one?**

**Key knowledge:**

Maps are about place. Maps and plans are views from above or a 'bird's eye view' of a place and use symbols. There are four main compass points that are used to navigate direction: North, South, East and West.

**Key skills:**

Enquiry  
Interpreting sources

**Where is my school?**

**Key knowledge:**

Hemlington is a suburb in the south of Middlesbrough, which is town in the north of England. There are 2 other schools in Hemlington, which has a large housing estate.

**Key skills:**

Enquiry  
Interpreting sources

**What are some features of my school and its grounds?**

**Key knowledge:**

Natural features are called physical features and man-made features are called human features. Most of our school ground is made up of human features but there are some physical features around our school, such as the beck. Viewley Hill Academy is a medium-sized primary school in Hemlington.

**Key Skills:**

Enquiry  
Analysing and communicating

**How do I get to school?**

**Key knowledge:**

Children need to know their own address and post code. A route is a journey that takes you from one place to another. Their school is located on Andover Way. There are different ways to travel and different routes. Close to the school are shops and a range of houses, such as detached, semi-detached, terraced, bungalow, flat. There is a large man-made lake.

**Key skills:**

Interpreting sources  
Collecting, analysing and interpreting

**GEOGRAPHY**  
**CURRICULUM**  
**CYCLE B**

### **Prior Learning EYFS**

- + Notice change in the local environment
- + Draw simple maps of familiar environments (school)

### **Prior Learning KS1 (Year 2 only)**

- + Recognise the countries and capital cities of the UK
- + Use maps to recognise a route to school
- + Draw maps of the area where they live

## **KS1 GEOGRAPHY – Autumn B**

### **FOCUS FOR UNIT:** Local area: Fieldwork and problem-solving

**CONCEPT:** Place knowledge

### **Future Learning LKS2:**

- + Recognise where their community is within the town of Middlesbrough

### **Vocabulary**

Map, location, town, Middlesbrough, England, United Kingdom, fieldwork, enquiry, record, chart, table, pictogram, findings, suggest, suggestion, solution

## **Teaching Sequence for unit of work**

### **Where do I live and where is our school?**

#### **Key knowledge:**

Maps are about place

A map of the school/ my home will show its exact location

Our school is in the town of Middlesbrough, in the country of England, within the United Kingdom

#### **Key skills:**

Interpreting sources

### **What kind of fieldwork can we do at school?**

#### **Key knowledge:**

To carry out fieldwork, you need to think of a question you want to answer or a problem that needs to be solved. You can use fieldwork to answer questions about lots of different areas, eg: safety, wildlife or the environment.

#### **Key skills:**

Enquiry

### **How will we carry out this fieldwork?**

#### **Key knowledge:**

First, plan your fieldwork (what to answer; what to find out). Then think about how you will do your fieldwork, decide what you need to do to carry it out. Make charts and pictograms to record your findings.

#### **Key skills:**

Enquiry  
Collect, analyse and interpret

### **What will we do with the information to make a difference?**

#### **Key knowledge:**

Decide what the information collected is telling us. Make a linked suggestion to solve the problem or answer the question.

#### **Key skills:**

Analysing and communicating

**Prior Learning EYFS**

- + Recognise the features of their local environments: school and the immediate locality
- + Notice changes in the weather

**Prior Learning KS1 (Year 2 only)**

- + Describe where they live and the human and physical characteristics of their locality
- + Ask and answer geographical questions
- + Use books, maps, pictures, photographs and the internet to study the human and physical geography of an aspect of the local area.

**LKS2 GEOGRAPHY – Autumn B**  
**FOCUS FOR UNIT:** Human and physical geography of Europe  
**CONCEPT:** Location; Places and regions and Movement

**Future Learning:**

- + Use diagrams to support writing short descriptions, including explanation of geographical features.

Explain how one feature can be caused by another

**Vocabulary**

Europe, continent, island, hemisphere, equator, Arctic circle, river, mountain range, topographical map, physical, human valleys, hills, climate, tropical, desert, temperate, continental, polar, migration, positive, negative

**Teaching Sequence for unit of work**

**Where is Europe and which countries are within it?**

**Key knowledge:**

Recap a continent is a large area of land that includes all the islands and countries that are within it. There are 7 continents in the world. Europe is the 2<sup>nd</sup> smallest continent and is located in the Northern hemisphere. It is above the equator and the very north of the continent is within the Arctic Circle. It has over 40 countries.

**Key skills:**

Interpreting sources

**What are Europe's most significant physical features?**

**Key knowledge:**

The largest river in Europe is the Volga, which flows through Russia and the largest mountain range is the Alps, which spans 8 countries.

**Key skills:**

Interpreting sources

**What do we want to find out about Europe's capitals?**

**Key knowledge:**

A topographical map shows the physical shape including rivers, valleys, hills of a particular area

**Key skills**

Analysing and communicating  
Enquiry  
Interpreting sources

**How are climate and industries in Europe linked?**

**Key knowledge**

There are 5 different categories of climate zone: Tropical, desert, temperate, continental and polar  
Most of Europe has a temperate climate.  
There is a link between the food grown in a country and its climate and topography.

**Key skills:**

Analysing and communicating

**Why do people move and is migration always positive?**

**Key knowledge**

Migration of humans is the seasonal or long-term movement of humans from one area of the earth to another.  
People choose to move within and between countries for positive and negative reasons

**Key skills:**

Evaluating and debating: *Is migration always positive?*



**Prior Learning EYFS:**

- ✚ Begin to use simple locational/directional language (e.g. near, far, up, down) to describe the location of features on a local map and to move around the school.
- ✚ Begin to make observations linked to familiar features.

**Prior Learning KS1 (Year 2 only):**

- ✚ Understand that maps and the globe are used to locate key places around the world.

**Future Learning LKS2**

- ✚ Begin to appreciate why some physical and human features will be different from region to region.
- ✚ Explain what a place is like and why.
- ✚

**KS1 GEOGRAPHY – Spring B**  
**FOCUS FOR UNIT: World geography: Hot and Cold Places**

**CONCEPT: Places and Regions**

**Vocabulary**

Globe, earth, equator, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, Arctic, Antarctic, English Channel, Irish Sea, located, location, continent, country, sea, ocean

**Teaching Sequence for unit of work**

**What does the world look like?**

**Key knowledge:**

A globe shows the world as it is and maps are a 2D representation of the parts of the Earth  
 The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.

**Key skills:**

Interpreting sources

**What is a hemisphere?**

**Key knowledge:**

The equator marks the different parts of the Earth: the northern and southern hemisphere. The Northern Hemisphere is cooler than the Southern Hemisphere. Countries closer to the Equator are hotter; countries further away from the Equator are cooler. The North and South poles are the furthest distance from the Equator.

**Key skills:**

Enquiry  
 Interpreting sources  
 Cause and effect

**Where are the continents?**

**Key Knowledge:**

A continent is a large area of land that includes all the islands and countries within it. There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America. The United Kingdom is in the continent of Europe. The South Pole is located on Antarctica. The North Pole is on the Arctic.

**Key Skills:**

Interpreting sources  
 Analysing and communicating

**How are oceans different from seas?**

**Key knowledge:**

Seas are smaller areas of water than oceans. They are found where the land and water meet. There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel. An ocean is a large area of saltwater. There are five oceans in the World.

**Key skills:**

Enquiry  
 Interpreting sources

**What are the oceans?**

**Key knowledge:**

There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian. The North Pole is surrounded by the Arctic Ocean. These are large areas of water that separate the seven continents.

**Key skills:**

Enquiry  
 Interpreting sources



### Prior Learning EYFS

- ✚ Begin to make observations linked to familiar features.

### Prior Learning KS1:

- ✚ Make appropriate observations about why things might happen.
- ✚ Make simple comparisons between features of different places.
- ✚ Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area



## LKS2 GEOGRAPHY – Spring B

**FOCUS FOR UNIT:** A region of Europe:

Volcanoes and Earthquakes

**CONCEPT:** Locational knowledge

Human/ environment interaction

### Future Learning UKS2:

- ✚ Explain that one feature can be caused by another.
- ✚ Use scaffolds and models to construct maps, graphs and charts to communicate information.

### Vocabulary

Core, mantle, crust, tectonic plate, friction, energy, peninsular, volcano, volcanic, earthquake, seismic, magma, lava, molten, residents, adaptations, flexible, geothermal, fertile, monitored, drills, tourists

## Teaching Sequence for unit of work

### How is the earth made?

#### Key Knowledge:

The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up and be released.

#### Key skills:

Enquiry  
Interpreting sources

### Where are there earthquakes in Europe?

#### Key Knowledge:

The Reykjanes Peninsula in Iceland was formed by volcanic action and has frequent earthquakes. It is south west of the capital, Reykjavik and sits over the mid-Atlantic Ridge, a huge underwater mountain range. This is also a boundary between tectonic plates, causing many earthquakes.

#### Key skills:

Enquiry  
Interpreting sources  
Cause and effect

### Are there volcanoes there?

#### Key knowledge:

Volcanoes often form where tectonic plates make contact. A volcano is formed when hot molten magma rises through the earth's crust to make a lava flow. A series of volcanoes lies in the mid-Atlantic Ridge. The Fagradalsfjall Volcano erupted in 2023.

#### Key skills:

Enquiry  
Collecting, analysing and interpreting

### How do people live there?

#### Key knowledge:

Iceland residents have adapted to live in the dangerous volcanic region: Homes have flexible foundations and reinforced structures; Geothermal heat is used for homes; the soils are fertile because of volcanic ash; all seismic activity is closely monitored; there are emergency plans and regular drills to keep people safe; there is a strong sense of community. Also, the volcanic activity has brought many tourists to the region, which helps local businesses.

*Is Reykjanes a safe place to live?*

#### Key skills:

Evaluating and debating  
Cause and Effect  
Collecting, analysing and interpreting

**Prior Learning KS1:**

- ✚ Make simple comparisons between human and physical features of different places

**Prior Learning LKS2**

- ✚ Use map symbols to identify human and geographical features.
- ✚ Recognise how human geographical features are determined by location and may change over time.
- ✚ Recognise that people have differing views about environmental issues.

**UKS2 GEOGRAPHY – Spring B**

**FOCUS FOR UNIT:** Human and Physical

Geography: Mountains

**CONCEPT:** Locational knowledge  
Places and regions

**Future Learning KS3:**

- ✚ geological timescales and plate tectonics; rocks, weathering and soils; population and urbanisation and the use of natural resources

**Vocabulary**

Steep, range, ranges, tectonic plates, lava, erupt, ocean, atlas, population, topography, artificial, contour, sea level, features

**Teaching Sequence for unit of work**

**What is a mountain?**

**Key Knowledge:**

Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range

**Key skills:**

Enquiry  
Interpreting sources

**Are volcanoes mountains?**

**Key Knowledge:**

The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-Atlantic ridge.

**Key skills:**

Enquiry  
Interpreting sources  
Cause and effect

**Where are the mountains in Britain?**

**Key knowledge:**

The highest mountains in the UK are: Ben Nevis in Scotland, Scafell Pike in England, Slieve Donard in Northern Ireland and Mt Snowdon in Wales. Atlases often contain additional data about countries, such as their population and land height. Topography is the arrangement of the natural and artificial physical features of an area. A contour line is a line on a map that is used to show high or low areas of land measured in metres above sea level

**Key skills:**

Interpreting sources  
Collecting, analysing and interpreting

**What are the most famous ranges?**

**Key knowledge:**

Some global mountain ranges include: The Himalayas in Asia (the tallest in the world); The Andes in South America (the longest on land in the world); The Alps in Europe; The Urals (a natural border between Europe and Asia); The Rocky Mountains and The Atlas mountains in N.Africa. Lines of longitude and latitude together can describe the exact location of places and features.

**Key skills:**

Interpreting sources  
Collecting, analysing and interpreting

**Prior Learning KS1:**

- ✚ Make simple comparisons between features of different places. Appreciate how patterns are different in different parts of the world.
- ✚ Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area, suggesting reasons for the causes of similarities and differences

**Prior Learning LKS2:**

- ✚ Investigate places and themes at more than one scale
- ✚ Explain what a place is like and why.

**Future Learning KS3:**

- ✚ geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

**UKS2 GEOGRAPHY – Spring B**  
**FOCUS FOR UNIT: A region in North America:**

The Rockies

**CONCEPT:** Locational knowledge  
 Human/ environment interaction

**Vocabulary**

Environmental, volcanic eruption, contribute, province, state, individual, biome, climate, habitat, scenery, minerals, wildlife, development

**Teaching Sequence for unit of work**

**Where are the Rocky Mountains?**

**Key Knowledge:**

North America is the third largest continent in the world and located in the Northern Hemisphere. The North of the continent is between the Arctic Circle and the Tropic of Cancer passes through the south of North America. The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator.

**Key skills:**

Interpreting sources  
 Analysing and communicating

**What are North America's environmental regions?**

**Key Knowledge:**

There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean. In Mountainous West volcanic eruptions and earthquakes occur quite frequently. This can destroy towns and cities, but it can also contribute to rich fertile soil for agriculture.

**Key skills:**

Interpreting sources  
 Analysing and communicating

**Why are the Rockies special?**

**Key knowledge:**

The Rocky Mountains are part of The Mountainous West and are North America's largest range. The Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico. Over 100 individual mountain ranges make up the Rockies. These are split into 4 zones: The Canadian Rockies, The Middle Rockies, The Southern Rockies and The Colorado Plateau.

**Key skills:**

Enquiry  
 Analysing and communicating

**What biomes are there?**

**Key knowledge:**

Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: How warm or cold it is; how dry or wet it is; how fertile the soil is. There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra. The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains.

**Key skills:**

Interpreting sources  
 Collecting, analysing and interpreting

**Why are the Rockies important?**

**Key knowledge:**

The Rocky Mountains are an important habitat for a great deal of wildlife. This, along with spectacular scenery, attracts many tourists. The Rockies are rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas and coal. Much of the mountain range has been given National Park status so that its wildlife will remain protected from development and building work.

**Key skills:**

Evaluating and debating

**Prior Learning EYFS:**

- + Respond to simple closed questions
- + Begin to make observations linked to familiar features.

**Prior Learning KS1 (Year 2 only):**

- + Understand that maps and the globe are used to locate key places around the world.
- + Recognise some human and physical features.
- + Begin to appreciate different weather patterns around the world.

**KS1 GEOGRAPHY – Summer B**

**FOCUS FOR UNIT:** Contrasting Location:  
Botany Bay

**CONCEPT:** Places and Regions

**Future Learning LKS2:**

- + Begin to appreciate why some physical and human features will be different from region to region.
- + Explain what a place is like and why.

**Vocabulary**

Hemisphere, country, continent, Aboriginal, bay, national park, weather, climate, seasons, airport, runway, humid, subtropical, temperate, port, import, export

**Teaching Sequence for unit of work**

**Where is Middlesbrough?**

**Key knowledge:**

Middlesbrough is a large town in the North east of the United Kingdom. It is in the country of England and the continent of Europe, which is in the Northern Hemisphere. (revisit prior learning)

Climate is the weather in one place over time.

**Key skills:**

Interpreting sources  
Analysing and  
Communicating

**What is Middlesbrough like?**

**Key knowledge:**

Middlesbrough has a busy river port on the south of the River Tees which sends (exports) and brings in (imports) many things from around the world. Middlesbrough is north of the North York Moors National Park. Middlesbrough has a temperate climate with defined seasons.

**Key skills:**

Enquiry  
Interpreting sources

**Where is Botany Bay?**

**Key knowledge:**

Botany Bay lies to the south of the city of Sydney, Australia. Australia is a country in the continent of Australasia, which is south of the Equator in the Southern Hemisphere. Botany Bay was home to Aboriginal people when James Cook discovered it in 1770.

**Key skills:**

Enquiry  
Analysing and Communicating

**What is Botany Bay like?**

**Key knowledge:**

Botany Bay is a busy sea port on the Tasman sea, where the Georges River and Cooks River meet and flow into the Tasman Sea. The Kamay Botany Bay National Park is to the East. 2 runways from Sydney airport extend into the Bay. The climate in Botany Bay is humid subtropical, with no defined seasons.

**Key skills:**

Enquiry  
Analysing and communicating

**What comparisons can we make between Middlesbrough and Botany Bay?**

**Key knowledge:**

Botany Bay is in the Southern Hemisphere; Middlesbrough is in the Northern Hemisphere. Both are ports; one is a river port and one a sea port. Both are located close to national parks. Each has a different climate.

**Key skills:**

Enquiry  
Collect, analyse and interpret

Y2 – recognise a pattern between location and climate

**Prior Learning EYFS:**

- + Record weather daily.
- + Begin to make observations linked to familiar features.

**Prior Learning KS1:**

- + Ask and answer simple geographical questions
- + Make simple comparisons between human and physical features of different places.
- + Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area

**LKS2 GEOGRAPHY – Summer B**  
**FOCUS FOR UNIT: Human and physical**  
**geography - Rivers**

**CONCEPT: Location; Places and regions**

**Future Learning UKS2:**

- + Initiate geographical enquiry questions and offer explanations for observations or judgements about places.
- + Collect and record evidence linked to the growth of Middlesbrough as part of a local area study.

**Vocabulary**

Body of water, source, lake, river, stream, route, settlement, water cycle, reservoir, tourist, business, import, export, fertile soil, transport, desert, technology, flooding, culture, religion

**Teaching Sequence for unit of work**

**What is a river?**

**Key knowledge:**

A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river.

**Key knowledge:**

Rivers are home to a whole host of plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.

**Key skills:**

Interpreting sources

**Why are rivers important?**

**Key knowledge:**

There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK.

Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.

Rivers are an important part of the water cycle and responsible for transferring water to oceans. (link to Science prior learning)

**Key skills:**

Enquiry  
Interpreting sources

**Why is the River Tees important?**

**Key knowledge**

The Tees has been an important route for centuries. It supplies water to Middlesbrough by the Cow Green reservoir. It supplies water to farmers, provides a reason for tourists to visit and support local business. It helps industry by importing and exporting goods through the port.

**Key skills:**

Enquiry  
Analysing and communicating

**Why was the River Nile important to Egyptians?**

**Key knowledge:**

The Nile provided fertile soil and water for irrigation; it enabled the transport of materials for building, allowing settlements to be built in the desert. It prompted technology through regular flooding and shaped the culture and religion of the ancient Egyptians.

*Which is the greatest river: The Tees or The Nile?*

**Key skills**

Analysing and communicating  
Enquiry  
Evaluating and debating

### **Prior Learning KS1:**

- ✚ Begin to use simple fieldwork and observational skills to study the geography of the classroom and local area

### **Prior Learning LKS2:**

- ✚ Begin to collect and record evidence linked to local area studies and fieldwork.
- ✚ Talk about the features within their community.
- ✚ Explain similarities and differences using geography knowledge.

## **UKS2 GEOGRAPHY – Summer B**

### **FOCUS FOR UNIT:** Skills and fieldwork: Our Coastline

**CONCEPT:** Human/ environment interaction  
Places and regions

### **Future Learning KS3:**

- ✚ use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- ✚ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

### **Vocabulary**

Coast, coastline, island, bay, headland, peninsula, waves, tides, currents, erode, erosion, geological, era, preserved, heritage, designated, alternating, cliffs, shore, reserves, prominent

## **Teaching Sequence for unit of work**

### **What is the coast?**

#### **Key Knowledge:**

The coast is defined as the area where land meets the sea. The coastline of the [United Kingdom](#) is formed by a variety of natural features including [islands](#), [bays](#), [headlands](#) and [peninsulas](#). Coastlines are constantly changing, due to the action of waves, tides and currents, which erode the land and deposit materials from the sea.

#### **Key skills:**

Enquiry  
Interpreting sources

### **Which country of the UK has the longest coastline?**

#### **Key knowledge:**

Scotland's coastline is extensive and varied, stretching over 6000 miles and featuring cliffs, sandy beaches, sea lochs and rocky shores. Numerous islands, both inhabited and uninhabited, lie off the coast of Scotland, with the largest groupings being the Hebrides, the Orkney Islands, and the [Shetland Islands](#).

*Why is Scotland's coastline so long, when the country is relatively small?*

#### **Key skills:**

Enquiry  
Interpreting sources  
Collecting, analysing and interpreting

### **What is special about our coastline?**

#### **Key knowledge:**

The coastline of North East England is among the country's most rugged and has many important ports. There are rocky cliffs and small fishing villages, as well as busy seaside towns. Many historic sites and buildings are close to the North East coast. Our coast is on the North Sea, is one of the world's most important fishing grounds and also has oil and gas reserves beneath it.

#### **Key skills:**

Enquiry  
Interpreting sources  
Collecting, analysing and interpreting

### **Place study: Whitby**

#### **Why is Whitby such an important town?**

#### **Key knowledge:**

Whitby has an important history in the whaling trade. Whitby's attraction as a tourist destination is enhanced by the nearby high ground of the North York Moors national park, the heritage coastline and by association with the horror novel Dracula. The abbey ruin at the top of the East Cliff is the town's oldest and most prominent landmark and marks the site of an Anglo-Saxon monastery, which was one of the most important religious sites of the time. The port was established in 460AD. Captain Cook sailed from there and HMS Endeavour was built there.

#### **Key skills:**

Enquiry  
Interpreting sources  
Collecting, analysing and interpreting