

Curriculum Intent Statement for:

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world, and its people, that will remain with them for the rest of their lives. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum at Kingsway enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject that promotes the children’s interest, understanding and respect of diverse places, people, cultures, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

Our children will become explorers and adventurers who are inspired to discover and experience new places whilst being passionate about their role and responsibility in the global community. This will enable them to become advocates for the environment with the knowledge that they can make a difference in combatting climate change and helping to preserve our precious world.

Year	Knowledge	Skills
R	<p>Local Knowledge - Identify features of natural spaces and built up spaces within the school grounds/Kingsway (man-made (human) and natural (physical) Kingsway school is man-made and the wild garden is natural To recognise a variety of dwellings (house, flats, bungalow) To know that school is in Kingsway and Kingsway is their local community. To know that Kingsway is in Gloucester, which is in England/UK. To know that the UK is a/our country. Children will talk about the area knowing that we are in Kingsway, Gloucester, England/UK. To recognise and talk about weather types Children will describe the weather patterns as they happen – wind, rain, sun – making observational comments.</p> <p>World knowledge – To know that the Earth is a sphere and it has land and sea. Children will recognise the globe and maps as the world and will point to and use the vocabulary for land and sea/ocean areas. Identify differences between hot and cold places. Children will know that some places are hot and some are cold and what these may look like in maps, globes and satellite photos. Identify the features of a forest and beach/ocean.</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> *Use maps, atlas and globes identifying land and sea. *Use the language of North and South in relation to the Polar continents. *Use everyday language to talk about positions and distance to solve problems and describe relative position such as behind or next to. *Use the vocabulary of man-made and natural to describe different areas of the immediate area/school grounds. *Locate the UK on a map and Globe. *Use Google Earth to explore Kingsway from an aerial view. *Track and explore the weather using a range of resources. *Use maps, atlases and globes to explore other countries within the world. *Use maps, satellite photographs and Google Earth to compare contrasting environments – Polar region and grasslands/desert region. *Observe changes to the trees on the school grounds over time. <p>Vocab – man-made, natural, Earth, globe, Kingsway, Gloucester, England, North/South Pole, land, sea/oceans, positional language (next to, behind, above, below, in front), grasslands, desert, weather types,</p>

	<p>Children will talk about the physical differences between a forest and a beach.</p> <p>Fieldwork knowledge - To talk about North and South in relation to the poles on a map or Globe. Children will point to the Polar Regions on a globe or map and describe them as North and South Pole. To know that maps tell us where to find locations. When presented with a map, children will identify some of the visual representations for these: Forest, beach, house, castle (not map symbols)</p>	
<p>Experiences/provision: The children will also explore these (and other) skills through the experiences and provision. The provision is available throughout the school year though may be more prominent during particular themes (highlighted in red) Globes, Google Earth, Wild Garden, maps, atlas, small worlds (Queens Knickers (Fairy Tales), Whatever Next, Somebody Swallowed Stanley), maps (Pirates) Sensory play such as the mud kitchen, water and sand (e.g. exploring natural found materials and their properties) Trip to Redwood Forest/Breakheart Forest in Autumn term and revisit in Summer (Queens Knickers (Fairy tales), observational changes)</p>		
<p>1A</p>	<p><u>What is a continent and how many are there? Wonderful World!</u> <u>Locational Knowledge</u> Recognise areas of land and oceans around the world. When pointing to a map/Globe or google earth the children will state areas of land and areas of water. They will begin to use the terms and know the difference between water, sea and ocean by the end of the year.</p> <p>Name and locate the 7 continents of the world: The seven continents are Europe, Asia, Africa, Australasia/Oceania, North America and South America, and Antarctica. Continents are made up of countries within them except Australia which is a continent and a country. Antarctica has no countries and no inhabitants as it is a landmass entirely covered in ice.</p> <p><u>Human and Physical Geography</u> To locate hot and cold areas of the world. The countries closest to the Equator are hotter (many of the countries in Africa). The further you travel from the Equator, the colder it gets (Antarctica is a cold continent).</p>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> * Locate land and oceans on a map/Google Earth/Globe * Locate hot and cold areas of the world. * Locate the 7 continents *Use world maps, Google earth, atlases and globes to identify the world, continents and oceans. * Use aerial photographs and maps to recognise landmarks and basic human and physical features.

	<p>Identify the 4 seasons Name the 4 seasons and some basic characteristics. Autumn-leaves change colour, Winter- no leaves, Spring- blossom and baby animals and Summer-sun shines, leaves on the trees. (This skill will be built upon throughout the year.)</p>	
<p>1Sp</p>	<p><u>What is the United Kingdom and which country do we live in? Brilliant Britain!</u> <u>Locational Knowledge</u> Locate the countries of the United Kingdom and identify some of their characteristics The children will say which continent the UK belongs to, how many countries make up the UK and name them and give a characteristic below. Scotland, Wales, England, North Ireland Each of these countries has a capital city eg Edinburgh, London, Cardiff, Belfast, flag and national flower: Rose, Thistle, Daffodil and Shamrock/Clover The Republic of Ireland is <u>not</u> a country of the United Kingdom.</p> <p><u>Human and Physical Geography</u> Identify the following human and physical features of the UK and the wider World: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, suburb, factory, farm, house, office, port, harbour, shop.</p> <p>Use the key human and physical vocabulary to name the features when describing an area. Eg My house is in Kingsway. Kingsway is a suburb of Quedgeley. Quedgeley is our town which is in Gloucester. Or 'On holiday I visited the coast. We walked along the cliff and down to the beach and played in the sea.'</p> <p>Identify the 4 seasons and daily weather types in the UK. Name Autumn, Summer, Winter and Spring and to begin to state the months of the year are in the 4 different seasons. Eg. December is in Winter, April is in Spring, July is in Summer and October is in Autumn. (This skill will be repeated and built upon throughout the year.)</p>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> * Locate countries of the United Kingdom. *Begin to simply compare and contrast an area of the world with the UK. *Locate the 4 countries that make up the UK *Begin to identify human and physical features of geographical regions of the UK. *Select and use a range of resources to identify key physical and human features of a location. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. * Use simple compass directions (North, South, West, East) and locational and directional language (near, far, left and right). * Use aerial photographs and maps to recognise landmarks and basic human and physical features. *Use the language North, South, East and West.

	<p>Skills and Fieldwork Recognise the 4 points of a compass. North, East, South, West</p>	
<p>1Su – Link with local area study in History</p>	<p>My local area, where do I live? Cool Kingsway! Place Knowledge Identify the geography of the school and the surrounding area of Kingsway, including key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> - The children will know that Kingsway was built on an RAF base so the land is flat. - In the middle of the estate there is a Manor house that dates back to the Domesday book. - The Manor house has a moat to protect it. - Due to the flat nature of the site it was a good area to build houses. Key features and amenities were built to support the community. - Kingsway is a suburb of Quedegley and is a new housing estate. - The local facilities and amenities have been built over a period of time. These now include: doctor surgery, dance studio, restaurant, hair dressers, vets, estate agent, supermarket, take away, laundrette, community centre, schools, parks, bike track, outdoor gym, community orchard and garden. - Kingsway also has a steady brook that was built to help prevent flooding. - Robinswood Hill is our local hill and large wooded area. <p>Skills and Fieldwork Recognise simple symbols on a map. Recognise the symbols: restaurant, school, supermarket, park, forest, road, pathway, railway, church, telephone, cycle path/bike, doctors surgery, hairdresser, vet, when looking a local maps and drawings.</p> <p>Recognise the directional language near, far, straight on, left and right.</p> <p>Recognise and use the following vocabulary: map, landmark, key, symbol, atlas, globe, country, continent, ocean, sea, feature.</p>	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> * Locate features of the school and local area on a map *Follow a simple map and use the basic symbols in a key. *Begin to make their own drawings of a simple map including these symbols and begin to read and make a simple key using their environment. *Use simple compass directions (North, South, West, East) and locational and directional language (near, far, left and right). *Use aerial photographs and maps to recognise landmarks and basic human and physical features. *Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding.

	<p>Human and Physical Geography</p> <p>Identify the 4 seasons and daily weather types in the UK. Name different weather types such as sunny, rainy, snowy, windy, hail, frosty, cold, warm, cloudy and describe these when asked, eg Today's weather is wet, windy and cold. Link these to the 4 seasons.</p>	
<p>2A – Link with Titanic in History</p>	<p><u>We are Brilliant Britain but who are our neighbouring countries? Nosey Neighbours!</u></p> <p><u>Locational Knowledge</u> Previous Knowledge: Locate Scotland, Wales, England, North Ireland and Ireland, and identify some of their characteristics (Y1). Identify capital cities of the UK and the surrounding seas. - A capital city is the main city in a country, usually where the Government is located: England – London Scotland – Edinburgh Wales – Cardiff Northern Island – Belfast. The UK, is officially known as the United Kingdom of Great Britain and Northern Ireland The UK includes the island of Great Britain, Northern Ireland and many smaller islands Great Britain (England, Scotland, Wales) is an island—it is surrounded by seas: • Irish Sea • North Sea • English Channel</p> <p><u>Skills and Fieldwork</u> Previous Knowledge: Recognise the 4 points of a compass (Y1) Use the four points of a compass to describe locations of features and routes on maps. Scotland is North of England. London is East of Gloucester. The park is South East of the Church. You can travel North on the M5 to Birmingham.</p> <p>Previous Knowledge: Recognise simple symbols on a map. To begin to make their own drawings of a simple map including these symbols and begin to read and make a simple key using these.(Y1)</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Locate countries and major cities of the United Kingdom and the 3 surrounding seas. *Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studies. *Use simple compass directions (North, South, West, East) and locational and directional language (near, far, left and right) to describe locations of features and routes on maps. *Use simple symbols on a map to describe locations of features. -Use directional language to describe locations of feature and routes on maps. *Demonstrate knowledge and understanding using the following vocabulary. Clockwise, anti-clockwise, turn, quarter turn, half turn, whole turn, straight ahead, on your left, on your right, North, South, East, West, 90 degrees, 180 degrees. *Devise a simple map and use and construct basic symbols in a key *Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>

	<p>Use simple symbols on a map to describe locations of features. Recognise the symbols: restaurant, school, supermarket, park, forest/woodland, road, pathway, railway, church, telephone, cycle path/bike, doctors surgery, hairdresser, vet (Y1) Motorway, main road, secondary road, footpath, railway, station, building, place of worship, river, Hospital, airport, Police station, Fire station, campsite.</p> <p>Previous Knowledge: Recognise the directional language near, far, straight on, left and right (Y1)</p> <p>Use directional language to describe locations of feature and routes on maps. Clockwise, anti-clockwise, turn, quarter turn, half turn, whole turn, straight ahead, on your left, on your right, North, South, East, West, 90 degrees, 180 degrees.</p> <p>Demonstrate knowledge and understanding using the following vocabulary. Previous knowledge: map, landmark, key, symbol, atlas, globe, country, continent, feature (Y1) Land use, population.</p>	
2Sp	<p><u>Where in this Wonderful World are we? What would it be like in Amazing Australia?</u></p> <p><u>Locational Knowledge</u> Previous Knowledge: Name and locate the 7 continent Europe, Africa, Asia, Antarctica, North America, South America and Australasia/Oceania (Y1). Name and locate the 5 oceans of the world: Atlantic Ocean, India Ocean, Pacific Ocean, Southern Ocean, Artic Ocean.</p> <p><u>Place Knowledge</u> Previous Knowledge: Identify the following human and physical features of the UK and the wider World: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, suburb, factory, farm, house, office, port, harbour, shop (Y1) Identify and explain the geographical similarities and differences between a small area of the UK (Gloucestershire) and a small area of a contrasting non-European Country (Australia, New South Wales), focusing on the human and physical feature of those areas.</p> <p>Gloucestershire – Glorious Gloucestershire</p>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> * Locate the 7 continents and the 5 oceans of the world. * Compare and contrast two different areas of the world. * Identify human and physical features of geographical regions of the UK. *Select and use a range of resources to identify key physical and human features of a location *Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studies. * Use simple compass directions (North, South, West, East) and locational and directional language (near, far, left and right). *Apply directional and locational language to describe the location of features and routes on a map (to the north of, to the south of). * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

	<ul style="list-style-type: none"> - To begin to know what a county is. To begin to name and give features of our local county and compare it to New South Wales in Australia. - Gloucestershire is our local county. - A county is an area of land which has its own government. - Gloucestershire is in South West England. - It is made up from parts of the Cotswold hills, flat and hilly farm land, Forest of Dean, River Severn runs through it. - The city centre is called Gloucester and its main towns are Cheltenham, Cirencester, Stroud and Tewkesbury. - Gloucestershire has a Cathedral and Gloucester Docks, many castles including Berkeley and Sudeley, lots of natural areas of beauty, Clearwell Caves, Slimbridge Wetlands. Events-Severn Bore, Cheese rolling. Animals-Old Spot Pig and Wild boar. Food- Double Gloucester Cheese. - The climate of the UK is warm summers and cool winters – there are no extremes. <p>New South Wales – Stunning South Wales!</p> <ul style="list-style-type: none"> - New South Wales is a state in South Eastern Australia. Australia is split up into states. Britain into counties. - The capital city of NSW is Sydney. - NSW has its own flag which includes the union jack and a badge that features the St.Georges red cross. - NSW is a popular tourist place, it includes Sydney Opera House, The Blue Mountains, beautiful beaches and coast lines. - Time difference- 10 hours ahead of the UK. Opposite seasons and times of day. - Climate is hot summers and cool winters. The summers are hotter than the UK and the winters are drier. 	
2Su	<p><u>Whatever the Weather! Why do some places have warm weather and some have cold?</u></p> <p><u>Human and Physical Geography</u></p> <p>Previous Knowledge To locate hot and cold areas of the world (Y1). Name and locate the equator, and the North and South Pole.</p> <ul style="list-style-type: none"> - The equator is an imaginary line that is drawn around the middle of the Earth to divide it into the Northern and Southern Hemispheres. - It is equal distance from the North Pole and South Pole. 	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> *Locate the equator, and the North and South Poles *Locate hot and cold areas of the world in relation to the equator and the North and South Pole.

	<p>Identify hot and cold areas of the world in relation to the equator and the North and South Pole.</p> <ul style="list-style-type: none"> - Africa is a hot continent because it is close to the equator. - Antarctica is a cold continent because it is far away from the equator. - The South Pole is in the centre of Antarctica. The North Pole is in the middle of the Arctic Ocean. It is also cold there as it is also furthest from the equator. - Gloucester is about 3,600 miles north of the equator. It is in the Northern Hemisphere. - Sydney is about 2,300 miles south of the equator. It is in the Southern Hemisphere. <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <ul style="list-style-type: none"> - Recognise weather symbols such as sunny, rainy, windy, cloud, stormy, snow. - Describe the direction of wind eg the wind is blowing westerly. The sun is shining up North. - Summer (June, July and August) has the warmest weather. - Winter (December, January and February) have the coldest weather. 	
<p>3A</p>	<p>Locational Knowledge – Where in the world is Gloucestershire?</p> <p>Previous Knowledge: Locate Scotland, Wales, England and North Ireland along with their capital cities and surrounding seas (Y2). Be aware that England is divided into counties and locate Gloucestershire on a map.</p> <p>Previous Knowledge: Name and locate the 7 continents and 5 oceans of the world (Y2). Name and locate some of the world’s countries and their capital cities.</p> <p>Ireland – Dublin France – Paris Spain – Madrid Portugal – Lisbon Italy – Rome Germany – Berlin Russia – Moscow</p>	<p>Geographical Skills and Fieldwork</p> <p>*Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and capital cities of the UK, and the county of Gloucestershire, as well as some of the world’s other major countries and their capital cities.</p> <p>*Locate the equator, Northern and Southern Hemispheres, and recognise other important lines of latitude on a wide range of maps, atlases and globes.</p> <p>*Begin to use the contents / index of an atlas.</p>

Greece – Athens
Canada – Ottawa
USA – Washington DC
Brazil – Brasilia
Argentina – Buenos Aires

Name and locate the Equator, Northern Hemisphere and Southern Hemisphere.

- Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a co-ordinate to locate a place accurately. The invisible lines are all the same distance apart.
- There are 5 main important lines of latitude. The Equator is one of the major circles of latitude that marks maps of the Earth. It lies at 0 degrees. The Equator is the imaginary line halfway between The North Pole and The South Pole. Everything north of the Equator is in the Northern Hemisphere. The Northern Hemisphere has about 90% of the world's population and most of the world's land within it. Everything South is in the Southern Hemisphere.
- The Equator receives the most direct sunlight due to the curvature of the Earth. The temperature drops the further you are from the Equator.
- Seasons result from the yearly revolution of the Earth around the Sun and the tilt of the Earth's axis. During the year the northern and southern hemispheres are inclined toward or away from the sun according to Earth's position in its orbit. The hemisphere inclined toward the sun receives more sunlight and is in summer, while the other hemisphere receives less sun and is in winter.
- Near to the Equator, there are 2 more imaginary lines called the Tropic of Cancer and the Tropic of Capricorn.

3Sp

Human and Physical Geography – Why are rivers so important?

Describe aspects of physical geography: rivers and the water cycle.

Rivers

- A drainage basin is the area of land drained by a river and its tributaries.
- A river channel is the area a river flows in with banks on each side. It is the path a river takes.
- The source is the point at which a river starts its journey. The source will be an underground spring or mountain snow.
- A tributary is a small river or stream leading into a bigger river.
- A confluence is where 2 rivers join together.
- A meander is a winding curve or bend in the river.
- A meander is caused by erosion. Erosion is the process of removing soil, rock or other surfaces and transporting it from one location to another. The surface of the Earth gets worn down (eroded) by wind, water, or glacial ice.
- The river mouth is where the river enters the sea or a lake.
- A river delta is formed when sediment is deposited in the mouth of a river as the flow enters slower moving water.
- The river estuary is the tidal part of the river. It is near the river mouth. The water level in the estuary rises and falls with the tide.
- A waterfall is where water flows over a vertical drop because softer rocks have eroded faster than harder rocks.
- An oxbow lake is formed from large meanders in a river. It is where the main flow of the river cuts across the narrow ends of the meanders, taking the shortest route.
- A valley is a low area of land between hills or mountains.
- A gorge / canyon are deep, narrow valleys with steep sides and a stream or river running along their bottom.

Rivers are important because they:

- Play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the Earth's land surface.
- Are excellent habitats for a variety of creatures.
- As transport for business, exploration and recreation.
- For farming. River valleys and plains provide fertile soils.
- Hydroelectric power.

Geographical Skills and Fieldwork

- *Continue to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate the rivers, and the landmarks and land use that surrounds them.
- *Use the scale, compass direction and key on a map.
- *Begin to work out simple distances by identifying the scale on maps and digital maps.
- *Use more complex keys (wider range of OS symbols and size of symbol for quantity).
- *Begin to use contour lines to understand the height of the land on a map.
- *Begin to use the 8 points of a compass and 4 figure grid references when referring to places on a map.
- *Use fieldwork to observe and present the human and physical features of an area in the UK.
- *Create a simple sketch map of a short route followed, with symbols, a key, and compass point.
- *Use maps, pictures, and aerial photographs with labels to explain your geographical observations.
- *Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, and river vocabulary.
- *Begin to evaluate own geographical observations and compare them with others.
- *Select relevant information from a variety of sources in order to make comparisons, and ask and answer geographical questions.

Water Cycle

- The process by which water circulates throughout planet Earth, between the oceans, atmosphere and land.
- Accumulation is the process of water collecting in rivers, lakes, streams, oceans, and other bodies of water due to surface runoff.
- Evaporation is the process of turning from liquid into a gas. The sun heats up the water and turns it into water vapour. The vapour rises into the air.
- Condensation is the opposite of evaporation and is the change from a gas into a liquid. The water vapour in the air cools down as it rises and changes back into tiny droplets of water, forming clouds.
- Precipitation happens when the clouds get heavy and water falls back to the ground. Depending on the temperature, it could fall as rain, sleet, hail or snow.

River Severn

- The longest river in the United Kingdom.
- 354km in length / 220 miles.
- The source is in a peat bog in Plynlimon in the Cambrian Mountains of Wales.
- The river mouth is the Bristol Channel where it is over 5 miles wide. It then discharges into the Atlantic Ocean.
- It flows through the Welsh county of Powys and the English counties of Shropshire, Worcestershire and Gloucestershire.
- Features of the River Severn:
 - Floodplains (refer to flooding in 2007)
 - Severn-Break-Its- Neck – Waterfall – one of many waterfalls towards the beginning of its journey.
 - Ironbridge Gorge – cut by floodwaters left behind by retreating ice at the end of the last ice age, about 15,000 years ago.
 - Gloucester Docks
 - The Severn Bridges
 - The Severn Estuary – the mouth of three major UK rivers- the Severn, Avon, and Wye.
 - The Severn Bore is a huge wave which sweeps upstream when tides are high. The waters of the rising tide are forced rapidly from a wide estuary into the narrow river channel below Gloucester.

- The River Severn provides us with food, energy, recreation, transportation (particularly important during The Industrial Revolution), and water for irrigation and for drinking.

River Thames

- Flows through London.
- It is 346km in length / 115miles.
- Its source (known as the Thames Head) is in a Gloucestershire field near Cirencester.
- It flows through the following counties: Gloucestershire, Wiltshire, Oxfordshire, Berkshire, Buckinghamshire, Surrey, London, Kent and Essex.
- The river mouth is the North Sea near Southend-on-Sea.
- It has been an important part of our history for thousands of years, transporting both people and goods. There are many important settlements along The River Thames such as Oxford and London.
- Along the banks of the Thames in London are many famous landmarks: The Palace of Westminster, The London Eye, The Tate Modern, The Globe Theatre, Blackfriars Railway Bridge, London Bridge, Tower Bridge.
- The Thames Barrier is a flood defence mechanism that protects London.
- Unlike the River Severn, it does not have many physical features.

Skills and Fieldwork

Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y2)

- Recognise that maps have a scale, compass direction and key.
- Contour lines join places that are the same height. They are usually orange or brown and have their height above sea level written on them. If they are close together, the land is steep.
- Recognise symbols for:
 - Motorway
 - Railway
 - Railway station
 - River
 - Lake
 - Mountain

- Woods
- Footpaths
- National parks
- Parking
- Schools
- Places of worship
- Parking
- Campsite
- Telephone

Recognise the 8 points of a compass and 4 figure grid references.

- North, South, East, West, North East, South East, South West, North West.
- Four-figure grid references can be used to pinpoint a location to within a square. Go along the corridor and up the stairs when using grid references.

Demonstrate knowledge and understanding using the following vocabulary:

Previous Knowledge: map, landmark, key, symbol, population, atlas (Y2)

Index, sketch map, aerial view, feature, annotation, distance, coordinates, land use, urban, rural.

Place Knowledge – Where is the Colorado River?

Identify the human and physical geography of a region within North America.

- North America is in the Northern Hemisphere.
- It is the third largest continent by area.
- It is bordered to the north by the Arctic Ocean, to the east by the Atlantic Ocean, to the west and south by the Pacific Ocean, and to the southeast by South America and the Caribbean Sea.
- There are 23 countries in North America. The biggest countries in size are: Canada, U.S.A, Alaska (politically part of Denmark), and Mexico.
- The capital city of Canada is Ottawa, the capital of the U.S.A is Washington DC, the capital of Mexico is Mexico City.
- There are numerous islands off the continent's coasts. Greenland, a self-governing Danish island, is the world's largest.
- The main languages are English, Spanish and French.
- The U.S.A has 50 states.
- North America is a very large continent and therefore has very

different environmental regions. It surpasses the Arctic Circle in the far north and the Tropic of Cancer in the south and therefore different regions have very different climates.

- The Colorado River is the 8th largest river in North America and its river channel flows through very varied landscapes.
- It is 2,330km in length / 1,450 miles.
- Its source is La Poudre Pass Lake high up in the Rocky Mountains of Colorado.
- The Rocky Mountains are a major mountain range located in western North America. The range is 3,000km in length / 1,900 miles.
- The river travels through parts of seven states – Wyoming, Colorado, Utah, New Mexico, Nevada, Arizona, and California.
- Its mouth is the Gulf of California, which flows into the Pacific Ocean.
- The Colorado River is very important water source for the people who live near it. It is severely threatened by human overuse.
- The Colorado River Basin supplies water to 40 million people. Major cities such as Las Vegas, Nevada, Phoenix and Arizona rely on this water source. It is also used for irrigating crops, to generate hydroelectric power, and for recreational activities.
- The Colorado River travels through varied environmental regions and climates:
 - There is a significant difference between the temperature and rainfall in the upper basin of the river compared with the lower basin.
 - It begins high up in the Rocky Mountains where there is snowfall. This polar climate has cold winters and short summers. The cold, windy alpine tundra does not contain trees because of its high elevation.
 - Further downstream, the semi-arid, dry landscape has many deep canyons / gorges. The most famous of which is The Grand Canyon in the Colorado Plateau which is 1 mile deep, 277 miles long, and up to 18 miles wide.
 - Further downstream, the land is very dry and arid. There is a large area of desert. The desert climate is hot with very little rain. The major deserts are called the Sonoran and the Mojave.

3Su

<p>4A</p>	<p><u>Locational Knowledge – Where in the world is Gloucestershire?</u></p> <p><u>Previous Knowledge:</u> Locate Scotland, Wales, England, North Ireland and Ireland along with their capital cities. (Y2)</p> <p><u>Locate other major cities of the UK:</u></p> <p>- a city is a large town that usually has a cathedral:</p> <p>Gloucester Bristol, Birmingham Manchester Leeds Liverpool Southampton Portsmouth Glasgow Aberdeen Newcastle Swansea.</p> <p><u>Previous Knowledge:</u> Locate Gloucestershire on a map (Y3).</p> <p><u>Locate the surrounding counties to Gloucestershire:</u></p> <p>- a country is a large area of land where people live under the same Government:</p> <p>Herefordshire Wiltshire Worcestershire Oxfordshire Bristol Somerset Warwickshire Monmouthshire.</p> <p><u>Previous Knowledge</u> Name and locate the Equator, Northern Hemisphere Southern Hemisphere (Y3). Recognise that not every area has the same time zone (Y3).</p> <p><u>Name and Locate the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles.</u></p> <p><u>Recognise that opposite sides of globe have night/day and opposite seasons</u></p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and capital cities of the UK, as well as other major cities in the UK, and the county of Gloucestershire, along with its surrounding counties.</p> <p>*Locate the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Northern and Southern Hemispheres, and recognise lines of latitude and longitude on a wide range of maps, atlases and globes.</p> <p>*Use the contents /index of an atlas.</p> <p>*Use the scale, compass direction and key on a map.</p> <p>*Work out simple distances by identifying the scale on maps and digital maps. Use scales to estimate longer distances e.g. along a road/river.</p> <p>*Use more complex keys (wider range of OS symbols and size of symbol for quantity).</p> <p>* Use contour lines to understand the height of the land on a map.</p> <p>*Use the 8 points of a compass and 4 figure grid references when referring to places on a map. Use them to follow and describe routes, as well as identify locations.</p> <p>*Use fieldwork to observe and present the human and physical features of an area in Gloucestershire.</p> <p>*Create a simple sketch map of a short route followed, with symbols, a key, and compass point. Begin to draw to scale.</p> <p>*Draw a map from a description and compare to other maps</p> <p>*Use maps, digital maps, pictures, and aerial photographs with labels to explain your geographical observations.</p> <p>*Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, and vocabulary specific to Gloucestershire landmarks.</p> <p>*Begin to evaluate own geographical observations and compare them with others.</p> <p>*Select relevant information from a variety of sources in order to make comparisons through time, and ask and answer geographical questions.</p> <p>*Recognise that geographical accuracy can vary depending on the source and begin to suggest reasons for this.</p>
------------------	---	---

for northern and southern hemispheres.

- Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a co-ordinate to locate a place accurately. The invisible lines are all the same distance apart.
- There are 5 main important lines of latitude. The Equator is one of the major circles of latitude that marks maps of the Earth. It lies at 0 degrees. The Equator is halfway between The North Pole and The South Pole.
- The Tropic of Cancer lies at 23.5 degrees north and the Tropic of Capricorn lies at 23.5 degrees south of the Equator. The area of the Earth which lies between both of these lines is called the tropics. The climate in this area is warm and wet and is therefore where most of the world's tropical rainforests are situated.
- The Arctic Circle lies at 66.5 degrees north whilst the Antarctic Circle lies at 66.5 degrees south. They have long, cold winters, and short, cool summers. The North Pole is the centre of the Arctic Circle and The South Pole is the centre of the Antarctic Circle. Both the Arctic (North Pole) and the Antarctic (South Pole) are cold because they don't get any direct sunlight due to the Earth's tilt. The Sun is always low on the horizon, even in the middle of summer. In winter, the Sun is so far below the horizon that it doesn't come up at all for months at a time. So the days are just like the nights—cold and dark.
- People live within the Arctic Circle but not within the Antarctic Circle. This is because The South Pole is much colder than The North Pole. The ocean surrounding the Arctic helps to warm the air. Antarctica is a vast area of land covered with snow and ice. It is dry and high.
- Seasons result from the yearly revolution of the Earth around the Sun and the tilt of the Earth's axis. During the year the northern and

southern hemispheres are inclined toward or away from the sun according to Earth's position in its orbit. The hemisphere inclined toward the sun receives more sunlight and is in summer, while the other hemisphere receives less sun and is in winter.

- Lines of longitude run north and south. The Prime Meridian or Greenwich Meridian line is a line of longitude at 0 degrees. It passes right through Greenwich in London.
- Time is different depending on where you are in the world. If it is daytime in the UK, it will be night-time in Australia.
- 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.

Skills and Fieldwork

Previous knowledge: Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y3) Recognise the 8 points of a compass and 4 figure grid references. (Y3)

Place Knowledge – How has Gloucestershire changed since prehistoric times?

Establish how Gloucestershire has changed over time. Identify the human and physical features of the region: forests, hills, rivers and land use patterns, and establish how these have changed over time.

Gloucestershire

	<ul style="list-style-type: none"> - Prehistoric Gloucestershire – people have been living here for thousands of years. Natural resources would have made it an ideal place to live – rivers, forests and hills. - Britain would have been uninhabitable before this because of the ice-age. Modern humans (Homo sapiens) arrived in Britain towards the end of the last Ice Age (12,000 years ago), when the climate began to warm. - Hunter-gatherers and farmers would have lived in settlements in Gloucestershire during Neolithic times. Evidence today – Nympsfield Long Barrow is an example of a Neolithic burial site. - Iron Age hillforts were built on prominent points along The Cotswold Hills – remains on Cleeve Hill are an example of one of these hillforts. - Prehistoric Britain ended when the Romans conquered the ancient Britons (A3 AD / CE – Common Era) and Britain became part of the Roman Empire. - Gloucester began as a Roman town. It lies at the first point where the River Severn can be easily crossed, so it was a natural place to build a town. About 49 AD the Romans built a fort to guard the river crossing. The town of Glevum was laid out in a grid pattern with a forum in the centre. Gloucester Roman Wall, Eastgate Chamber, Eastgate Street. Cirencester Amphitheatre and Chedworth Roman Villa. - In the 19thC – a piped water supply and network of sewers were built. Pin making was Gloucester’s main industry. A dry dock, canal and railway were built to help with trade. - In the 20th C – Gloucester grew rapidly and gained an electricity supply. Aeroplanes were manufactured here and an airport was built. <p>Skills and Fieldwork <u>Previous knowledge:</u> sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index (Y3) Demonstrate knowledge and understanding using the following vocabulary.</p>	
4Sp	<p>Human and Physical Geography – How do volcanoes and earthquakes affect life in Italy? <u>Describe aspects of physical geography: volcanoes and earthquakes.</u> Volcanoes</p> <ul style="list-style-type: none"> - The Earth has three layers – the crust at the very top, then the 	<p>Geographical Skills and Fieldwork</p> <p>*Continue to use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate human and physical features of geographical regions of Italy and the wider world.</p>

mantle, then the core at the very middle of the planet. The Earth's crust is made up of huge slabs called tectonic plates. These tectonic plates slowly move over a long period of time.

- A volcano is a very deep hole in the Earth's top layer that can let out hot gasses, ash and lava.
- Volcanoes have long vents that go all the way down through the Earth's first layer, the crust, to magma in between the crust and the mantle (the Earth's second layer). It's so hot there that rocks melt into liquid. This is called magma, which travels up through volcanoes and flows out as lava.
- There are three ways to describe a volcano. Volcanoes are extinct (erupted over 10,000 years ago), dormant (within the last 10,000 years), or active (have erupted over the last few years).
- There are 1500 potentially active volcanoes worldwide, with 60 of these being in Europe.
- Many volcanoes are also mountains.
- When two tectonic plates of the earth's crust grind into each other the land can be pushed upwards, forming mountains.
- Many of the greatest mountain ranges of the world have formed because of enormous collisions between the tectonic plates.
- When many mountains are close together, this is called a range.
- The highest point of a mountain is called the peak or the summit.

Earthquakes

- The tectonic plates have edges and sometimes the edges, which are called fault lines, can get stuck, but the plates keep moving.
- Pressure slowly starts to build up where the edges are stuck and, once the pressure gets strong enough, the plates will suddenly move causing an earthquake.
- The rapid release of energy creates seismic waves that travel through the earth.
- The size of an earthquake is called its magnitude. Seismometers are used to measure the magnitude of earthquakes. You are unlikely to feel a magnitude 3 earthquake but magnitude 6 earthquakes could potentially cause large damage.
- The Richter Scale is a measure of the strength of earthquakes.
- Earthquakes can make buildings fall down and set off landslides, as

*Use the scale, compass direction and key on a map.

*Work out simple distances by identifying the scale on maps and digital maps. Use scales to estimate longer distances e.g. along a road/river.

*Use more complex keys (wider range of OS symbols and size of symbol for quantity).

* Use contour lines to understand the height of the land on a map.

*Use the 8 points of a compass and 4 figure grid references when referring to places on a map. Use them to follow and describe routes, as well as identify locations.

*Use maps, diagrams, digital maps, pictures, and aerial photographs with labels to explain your geographical observations.

*Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, and vocabulary specific to mountains, volcanoes and earthquakes.

*Begin to evaluate own geographical observations and compare them with others

*Select relevant information from a variety of sources in order to make comparisons, and ask and answer geographical questions.

*Recognise that geographical accuracy can vary depending on the source and begin to suggest reasons for this.

	<p>well as having many other deadly effects. An earthquake that occurs at the bottom of the sea can push water upwards and create massive waves called tsunamis.</p> <ul style="list-style-type: none"> - Thousands of earthquakes (500,000+) occur each year but many are too weak to be recorded. Almost 80% of all the planet's earthquakes occur along the rim of the Pacific Ocean, called the "Ring of Fire"; a region that encircles the Pacific Ocean and is home to 452 volcanoes (over 75 percent of the world's active and dormant volcanoes). <p>Italy</p> <ul style="list-style-type: none"> - Children have looked at Italy previously when studying the Romans. - Some of Europe's most active volcanoes are in Italy – Mount Etna (Europe's biggest volcano), Stromboli and Mount Vesuvius. - Since 2000, over 100 earthquakes of magnitude 4 or higher have occurred in Italy. Every few years, Italy has a very destructive earthquake. The last deadly earthquake hit Central Italy on the 24th August 2016. 	
4Su	<p><u>OPTIONAL STUDY: Place Knowledge – How does living in Norway compare with living in the South-West of England?</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (The South-West – building on previous knowledge), and a region in a European country (Norway). Identify the human and physical features of both regions: climate, forests, hills, rivers, mountains, coasts, and land use patterns.</p> <p>Norway</p> <ul style="list-style-type: none"> - Capital city is Oslo. - Norway is one of Europe's most mountainous countries. Two-thirds of the country is mountain scenery. - Most of northern Norway is within the Arctic Circle. - Norway is bordered to the north by the Arctic Ocean, to the east by Finland, Sweden and Russia, to the south by the Skagerrak (which separates it from Denmark), and to the west by the North Sea. - The coastline is more than 25,000km long with numerous fjords. - Fjords are deep valleys filled with water that were formed at the end of the last Ice Age when the ice retreated. There are a few glaciers remaining. 	<p><u>OPTIONAL STUDY: Geographical Skills and Fieldwork</u></p> <p>*Repeat skills previously covered.</p>

	<ul style="list-style-type: none"> - Above the Arctic Circle, the tundra receives very little precipitation and has a very short growing season so it is generally treeless with shrubs. - The Vikings discovered from their early raids that Britain offered lands that could be cultivated. Consequently, many Viking warriors travelled back to Britain with their families to live and cultivate the earth. <p>Skills and Fieldwork</p> <p>Previous knowledge: Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y3) Recognise the 8 points of a compass and 4 figure grid references. (Y3)</p> <p>Previous knowledge: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index (Y3)</p> <p>Demonstrate knowledge and understanding using the following vocabulary.</p>	
5A	<p><u>What are some capital cities from around the world?</u></p> <p>Place knowledge Review:</p> <p>Previous knowledge: Name and locate some of the world's countries and their capital cities (Y3). France – Paris, Spain – Madrid, Portugal – Lisbon, Italy – Rome, Germany – Berlin, Russia – Moscow, Greece – Athens, Canada – Ottawa, USA – Washington DC, Brazil – Brasilia, Argentina – Buenos Aires, China – Beijing, India – New Delhi, Japan – Tokyo, Egypt – Cairo, Kenya – Nairobi, Australia – Canberra, New Zealand – Wellington.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes, other types of map that give different perspectives/show prejudice (e.g. Peters Projection) and digital mapping to locate countries and capital cities of the UK, as well as some of the world's other major countries and their capital cities.</p>
5Sp	<p><u>How does Gloucestershire compare to the Amazon?</u></p> <p>Locational Knowledge</p> <p>Previous knowledge: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere (Y3), the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles. Recognise that opposites of the globe have night/day and the opposites of winter and summer for the</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Continue to use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries of South America and Gloucestershire and describe features studied</p> <p>*Locate the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle,</p>

northern and southern hemispheres (Y4)

Identify the human physical geography of South America.

- South America is a continent located in the western hemisphere and mainly in the southern hemisphere.
- It is bordered in the north by NA and the Caribbean sea; the Pacific Ocean to the west; the Atlantic Ocean to the east and the Southern Ocean to the south.
- In total, there are 12 independent countries and 3 dependent territories in South America.
- The countries that are in SA are:
- Brazil (largest, covers half the continent's landmass) Argentina, Peru, Paraguay, Colombia, Ecuador, Venezuela, Guyana, Suriname, Bolivia, Chile
- Territories:
French Guyana (France)
Falkland Islands (UK)

Place Knowledge

Identify and explain the similarities and differences between a region of South America and a region of the UK. Consider the following: climate, forests, deserts, hill, mountains, rivers and land use (roads, farms, cities/towns, urban and rural)(Y3)

Gloucestershire (UK)

Physical features

- part of UK, which is an island but part of Europe.
- a county in South West England. The county comprises part of the Cotswold Hills, part of the flat fertile valley of the River Severn, and the entire Forest of Dean.
- Gloucestershire borders Herefordshire to the north west, Wiltshire to the south, Bristol and Somerset to the south west, Worcestershire to the north, Oxfordshire to the east, Warwickshire to the north east and Monmouthshire to the west.
- Gloucestershire has three main landscape areas: a large point of the Cotswolds, the Royal Forest of Dean and the Severn Vale.

Human features

Antarctic Circle, Northern and Southern Hemispheres, and recognise lines of latitude and longitude on a wide range of maps, atlases and globes, including the Prime Meridian

- * Use thematic maps to understand population density and climate of areas studied.
- *Draw to scale from given measurements/using observations and compare to other maps
- *Compare and evaluate maps with different scales, including digital maps.
- *Identify complex keys and symbols using mathematical concepts (e.g. size of symbol for quantity) when creating own maps.
- * Begin to use six-figure grid references to identify and describe locations
- *Use and compare digital maps, pictures, and aerial photographs with labels to explain your geographical observations.
- *Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, climate, forest, desert, land use and vocabulary specific to Gloucestershire and the Amazon landmarks.
- *Evaluate own geographical observations and compare them with others.
- *Recognise that images that have been altered using digital technologies can affect the geographical accuracy and begin to explain the impact that this can have on findings.

- The county town is the city of Gloucester, and other principal towns include Cheltenham, Stroud Tewkesbury, Cirencester and Dursley.
- Places of interest in Gloucestershire include: Badminton House, Clearwell Caves, Gloucester Cathedral, Rodborough and Minchinhampton Commons, Sudeley Castle ,and Wildfowl and Wetland Trust.

Amazon (Brazil)

Physical features

- part of continent: South America
- is a rainforest: a dense evergreen forest, with high rainfall, mostly found in tropical areas.
- 60% of rainforest in Brazil.
- the largest rainforest on the planet, stretching itself over a 2.1 million square miles.
- tropical rainforests have hot and humid climates where it rains virtually everyday. The level of rainfall depends on the time of year. Temperatures vary through the year - but much less than the rainfall.
- has Amazon River, the world's second longest river – 6580km long.
- rainforest consist of 5 layers: forest floor, shrub later, under-canopy, canopy and emergent.
- most trees are evergreen.
- has an rich ecosystem – there are around 40,000 plant species, 1,300 bird species, 3,000 types of fish, 430 mammals and 2.5 million different insects.

Human features

- deforestation has been caused by ranching, logging, farming, roads, dam building and mining.
- 2nd largest producer of soya beans and has largest iron ore mine.
- attracts lots of tourists each year.
- Around 400-500 indigenous **Amerindian** tribes call the Amazon rainforest home. It's believed that about fifty of these tribes have never had contact with the outside world.

Skills and Fieldwork

Previous knowledge: Recognise the 8 points of a compass and 4 figure grid references (Y3)

Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y3) and 6 figure grid references.

	<ul style="list-style-type: none"> - A grid of squares helps the map-reader to locate a place. - The horizontal lines crossing the map from one side to the other are called northings. They are numbered – the numbers increase to the north. - The vertical lines crossing the map from top to bottom are called eastings as the numbers increase in an easterly direction. - Things to remember: On an OS map each grid square is 1 km x 1 km or 1 sq. km. - When you give a grid reference, always give the easting first... "Along the corridor and up the stairs". - Four-figure grid references can be used to pinpoint a location to within a square measuring 1 sq. km <p>Previous knowledge: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index (Y3)</p> <p>Demonstrate knowledge and understanding using the following vocabulary. Ordnance Survey, borders, fieldwork, measure, observe, record, graph.</p>	
5Su	<p>How is the earth separated into Biomes?</p> <p>Human and Physical Geography</p> <p>Describe aspects of physical Geography, including vegetation belts and climate, and biome zones.</p> <p>Biomes are a way to categorise the Earth’s surface. The categories are based on climate patterns, soil types and the animals and plants that inhabit the areas. Every part of the Earth’s surface is in a biome. There is no exact number when it comes to types of Biomes, but many people believe there are six main ones:</p> <ul style="list-style-type: none"> - aquatic biome is the largest biome, covering nearly 75% of our planet and can be divided into two main categories: freshwater and saltwater. - desert biomes cover about one fifth of our planet and are extremely dry areas. Depending on their location, they can be either hot or cold. E.g. North Africa, Central Australia - forest biomes are home to a variety of trees and other plants. They cover about 30% of our Earth’s surface and are extremely important to our ecosystem as they store carbon and provide many materials that we use. E.g. UK, Russia, Europe - grassland biomes are made up of a variety of grasses with very few trees or large plants. The two main types of grasslands found are ‘tall-grass’ (humid 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> *Continue to use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate biomes, climates and vegetation belts. * Use thematic map to understand biomes, climate and vegetation belts of different areas of the world. *Use six-figure grid references when referring to places on a map. *Use and compare digital maps, pictures, and aerial photographs with labels to explain your geographical observations. *Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, climate, forest, desert, land use and vocabulary specific to biomes, climate and vegetation belts. *Evaluate own geographical observations and compare them with others. *Recognise that images that have been altered using digital technologies can affect the geographical accuracy and begin to explain the impact that this can have on findings.

and wet), and 'short-grass' (dry). E.g. United States of America.

- **rainforest biome** is home to a variety of tropical plants and animals and found in regions that are warm all year round. Unfortunately, rainforests now cover less than 6% of our planet but still produce about 40% of our oxygen.

E.g. South America

- **the tundra biome** is the coldest biome and therefore has little plant and animal variety. Tundra biomes cover approximately one fifth of the Earth's surface. E.g. North Russia, Arctic and Antarctica.

Climate is the average weather expected in a place. Biomes are directly linked to climate. Climate zones are sections of the Earth that are divided according to the climate. Earth has three main zones of expected climate.

- **The Tropics:** Warm and receive plenty of rain. Some examples include Queensland, Thailand and Bali!
- **The Poles:** Cold and dry. The obvious examples include Antarctica and the Arctic Circle
- **Temperate Zones:** The areas that lie between them. The Savanna is an example.

Vegetation belts are defined by the plant life as a whole within a certain biomes:

Tropical rainforests - Bamboo, banana trees, rubber trees, and cassava.

The savannah - Lemon grass, Rhodes grass, Bermuda grass, acacia tree, baobab tree

A desert (hot or cold, defined by lack of water) - Most of the plants you'll see in the desert are species of cactus.

Skills and Fieldwork

Previous knowledge: Recognise the 8 points of a compass and 4 figure grid references (Y3)

Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y3) and 6 figure grid references.

Previous knowledge: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index (Y3)

Demonstrate knowledge and understanding using the following vocabulary. Ordnance Survey, borders, fieldwork, measure, observe, record, graph.

<p>6A</p>	<p><u>How is Europe divided into countries and regions?</u></p> <p><u>Locational Knowledge</u></p> <p>Review - Name and locate most of the countries in Europe (Y4)</p> <ul style="list-style-type: none"> - Europe is a continent and is located entirely within the Northern hemisphere. - It is the western part of a larger landmass called Eurasia. - It is not part of Asia even though it is joined to it, because of a boundary which includes the Ural mountains in Russia and the Bosphorus river in Turkey. - There are 50 countries in Europe and 23 recognised languages spoken. - There are 4 main regions of Europe although sometimes the middle of Europe is referred to as central Europe. - Europe has been traditionally divided into regions based on location according to the four points of the compass: Eastern Europe, Southern Europe, Western Europe, and Northern Europe. - France (Paris) , Germany (Berlin) and Austria (Vienna) are part of Western Europe - Poland (Warsaw) is in Eastern Europe - Spain is in southern Europe - Sweden (Stockholm) is in Northern Europe. 	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes, other types of map that give different perspectives/show prejudice (e.g. Peters Projection) and digital mapping to locate the countries of Europe, as well as identifying Europe's major regions, countries and cities.</p>
<p>6Sp</p>	<p><u>How is the world connected for trade?</u></p> <p><u>Human and Physical Geography</u></p> <p>Describe aspects of physical and human Geography, including trade links and the distribution of natural resources.</p> <ul style="list-style-type: none"> - Identify trade links around the world, focusing on a few chosen products, e.g. coffee, chocolate, bananas, linking to identifying the 	<p><u>Geographical Skills and Fieldwork</u></p> <p>*Continue to use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate trade links and areas of natural resources</p> <p>*Locate the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle,</p>

distribution of natural resources.

- Trade is an important way to make sure that natural resources are shared around the world.
- Countries can export goods to another country to generate money and they can also import goods that may not be available in their own country.
- Trade has been happening around the world for hundreds of years and goods are carried around the world by container ships and planes.
- There are many things that we enjoy as a result of trade links with other parts of the world:
- Chocolate comes from the cocoa plant which grows in tropical climates. That means that for us to enjoy chocolate in England we must import it into the country.
- Bananas need lots of sun to grow which means that they cannot grow in England. The United Kingdom imports around 1.15 million tonnes of bananas every year.
- Coffee comes from a plant which grows between the Tropics of Cancer and Capricorn. The UK drinks an average of 70 million cups of coffee a day. This means there is a high demand for it to be imported.
- Fairtrade is an arrangement which aims to ensure that farmers get a fair price for their goods.

Previous knowledge: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere (Y3), the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles (Y4).

Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and times zones.

- The world is divided into 24 different time zones. One for each hour in a day.
- Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones.
- Most smaller countries keep to the same time zone even if part of them falls outside a meridian line

Antarctic Circle, Northern and Southern Hemispheres, and recognise lines of latitude and longitude on a wide range of maps, atlases and globes, including the Prime Meridian and different time zones.

*Confidently use distribution/thematic maps to illustrate distribution of natural resources.

*Recognise how types of map give different perspectives/show prejudice (e.g. Peters Projection) and evaluate geographical accuracy.

*Design/draw distribution/thematic maps using a scale-bar.

*Identify complex keys and symbols using mathematical concepts (e.g. size of symbol for quantity) when creating own maps.

*Use six figure grid references to identify and describe locations

* Use and compare digital maps and pictures to explain the distribution of natural resources.

*Identify and describe geographical links (interconnections) between the range of places and processes studied.

* Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world, linking to idea of sustainability.

*Use key geographical terminology to demonstrate your knowledge – compass directions, distance, scale, symbols, population, features, landmarks, land use, urban, rural, climate, forest, desert, land use and vocabulary specific to trade links and distribution of natural resources.

*Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability).

- Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.
- There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich. The Prime Meridian splits the world into eastern and western hemispheres.
- Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.

Skills and Fieldwork

Previous knowledge: Recognise common symbols and keys on a range of maps (including the use of Ordnance Survey maps) (Y3)

Recognise the scale used on a range of maps.

- A map has to shrink a large area of land to represent it at a much smaller size.
- To demonstrate how much they have had to shrink things, cartographers use a map scale.
- A map scale looks like a tiny ruler in the corner of the map and shows the relationship between the map and the distance in real life.
- Different scales of maps of the same place give the user different levels of detail.

Previous knowledge: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, atlas, index, measure, observe, record, graph, borders, fieldwork (Y4)

Demonstrate knowledge and understanding using the following vocabulary.

Latitude and Longitude - Systems of lines used to describe the location of any place on Earth.

Latitude = east to west

Longitude = north to south

Prime Meridian - another imaginary line Running from north to south.

- Lines of latitude and longitude are used to locate places accurately on the Earth's surface.
- Lines of latitude circle the Earth in an east-west direction. They are parallel.
- Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are – they meet at a point at the

	<p>north and south poles and are called meridians. They divide the Earth into segments, like an orange.</p> <ul style="list-style-type: none"> - The index of an atlas gives shows where places can be found, eg Birmingham, UK - 52° north 1° west. This means that Birmingham is located at approximately latitude 52 north and longitude 1 west. 	
<p>6Su</p>	<p><u>How does Gloucester compare to other places in Europe?</u></p> <p>Place Knowledge</p> <p>Previous knowledge: Choose an area of the UK and identify the physical features, including mountains, and rivers, and land-use patterns. (Y5)</p> <p>Previous knowledge: Name and locate most of the countries in Europe (Y4) Name and locate some of the world's countries and their capital cities (Y4), including North (Y3) and South America (Y5).</p> <p>Identify and explain the similarities and differences between a region of Europe and a region of the UK (Gloucester).</p> <ul style="list-style-type: none"> - Europe is a continent and is located entirely within the Northern hemisphere. - It is the western part of a larger landmass called Eurasia. - It is not part of Asia even though it is joined to it, because of a boundary which includes the Ural mountains in Russia and the Bosphorus river in Turkey. - There are 50 countries in Europe and 23 recognised languages spoken. <p><u>Gloucester (UK) – twinned with Trier</u></p> <p>Physical features</p> <ul style="list-style-type: none"> - part of UK, which is an island but part of Europe. - in Gloucestershire, of which it is the county town, in the South West of England. - lies on the River Severn, between the Cotswolds to the east and the Forest of Dean to the west, - It is a port, linked via the Gloucester and Sharpness Canal to the Severn Estuary. - The climate in Gloucester is warm and temperate. There is significant rainfall throughout the year in Gloucester. It is part of the mildest, wettest and windiest regions of the UK, and temperature ranges here are seldom extreme. <p>Human features</p>	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> *Continue to use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate Gloucester, Trier and their surrounding area. *Confidently use distribution/thematic maps to illustrate concepts such as population and climate. *Recognise how types of map give different perspectives/show prejudice (e.g. Peters Projection) and evaluate geographical accuracy. *Use six figure grid references to identify and describe the location of Gloucester and Trier. *Use and compare digital maps and pictures to explain your geographical observations. *Use key geographical terminology to demonstrate your knowledge – climate, forests, deserts, hill, mountains, rivers and land use patterns (roads, farms, cities/towns, rural and urban) biomes and vegetation belts, natural resources, energy, food, minerals and water, economic, trade links. *Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability).

- a cathedral city
- has a population of around 150,000.
- major attractions of the city are Gloucester Cathedral, which is the burial place of King Edward II and Walter de Lacy, and features in scenes from the *Harry Potter* films, the museum and school of art and science, the former county jail (on the site of a Saxon and Norman castle), the Shire Hall and the Whitefield memorial church.
- has strong financial, research, distribution and light industrial sectors. Historically it was prominent in the aerospace industry.
- known for rugby.
- docks bombed during WW2

Trier (Germany) – twinned with Gloucester

Physical features

- part of continent: Europe
- is a city on the banks of the Moselle river in Germany. It lies in a valley between low vine-covered hills of red sandstone in the west of the state of Rhineland-Palatinate, near the border with Luxembourg.
- surrounded by the foothills of the Eifel, Hunsrück, and Mosel mountains
- surrounded by wooded and vineyard-covered slopes stretch in the south and in the north.
- Trier has an oceanic climate, but with greater extremes than the marine versions of northern Germany. Summers are warm except in unusual heat waves and winters are recurrently cold, but not harsh. Precipitation is high despite not being on the coast.

Human features

- a cathedral city
- considered Germany's oldest city.
- an approximate population of 105,000,
- main attractions in the city of Trier are the Cathedral and its well-preserved Roman and medieval buildings such as the Roman city gates, Roman Amphitheatre and the Roman bridge.
- strong tourist industry and wine production. Other industries include the manufacture of beer, food products, textiles, and precision instruments.
- Trier was heavily bombed and bombarded in 1944 during World War II.

