



GEOGRAPHY CURRICULUM

Curriculum focus: The teaching of Geography

At the Trumpington Federation, we believe that children having an interest in the world around them and an understanding of the multicultural society in which we live is essential. With connections made to other curriculum areas, history being a prominent example, each year group has regular geography topics. Each year group has a locational area as a focus study. In Key Stage 1, this is local geography and the United Kingdom, with pertinent comparisons made to contrasting regions. In Key Stage 2, the geography focus begins with the United Kingdom and then moves away from the children's locality into Europe, North and South America and Africa (often linked to the ancient civilization history topic taught in that year group). The geography topics have been divided into the year groups and are taken from the National Curriculum objectives. Through the curriculum, children are given regular opportunities to revisit the key locational knowledge they need to have to be able to effectively compare and contrast different places, building on this through the school.

Mapping is also an essential skill that children learn in geography. Often a geography topic begins with a map of the country, continent or the world and the children add labels with the places and things that they already know. Connections are made between the places and countries that are important to children in the class. This way, teachers can ensure that future geography lessons, where possible, are relevant to the children in the class and they can understand how geographical concepts are important and relevant to their everyday lives. In Key Stage 2, we include the teaching of map reading using grid references and compass reading. Human and physical geography is also taught in topics, as well as in other curriculum areas, as are the connections between them. Throughout the children's time at the Federation, they learn about climate zones, the water cycle, economic activity including trade links and rivers, mountains, volcanoes and earthquakes, applying their knowledge of these to the wider curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Understanding the World links to the KS1 Geography Curriculum:</p> <p>EYFS Statutory Educational Programme - UTW</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>End of Reception Goals:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and(when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 					
	<p>Core Experiences:</p> <p>Nursery Notices detailed features of objects in their environment Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. Specifically link this to children’s families and the countries, places where they were born in or have travelled to. Enjoy playing with small world reconstructions and building on first-hand experiences e.g. visiting farms, garages, zoos, train tracks, walking by river or lake</p> <p>Reception Becoming familiar with their immediate school environment: The building, Forest School, Reception garden etc. Forest School particularly focusses on children gaining a deep understanding and joy of their local, natural environment through careful observations, stories and discussion. They will observe the school environment change over the year with the seasons and be able to talk about these. Maps: Pupils will explore maps of the school and local area, identifying familiar features e.g. what do you see on your walk to school? Where are the open spaces/ buildings/ roads? They will use Google Maps to explore an aerial view of the school and the surrounding area and make their own maps based on the school environment and imaginary worlds. Core book - Martha Maps it Out - Leigh Hodgekinson, What the Ladybird Heard - Julia Donaldson Contrasting life in this country with life in another: Use book to support discussion - A Place Called Home - Lonely Planet/ Living in China through Lunar New Year Topic. Know similarities and differences between the natural world around them and contrasting environments: Use book to support discussion - The Train Ride - June Crebbin. Think about how towns/ cities are different to the countryside.</p>					

<p>Year 1 Topic Focu</p>	<p>In this topic, children will explore the key question of ‘Where We Are’ and explore their local area, starting with their school before looking at Trumpington.</p> <p>They will identify features of their school and create hand-drawn maps before exploring Trumpington, focused on the human features with which they will be most familiar.</p> <p>Throughout Year 1, children will use observational and recording skills to identify seasonal changes and characteristic weather for each season.</p>	<p>In this topic, children will continue to focus on Trumpington but will locate their home in the context of the wider United Kingdom and the seven continents.</p> <p>They will then explore physical features of the local area (for example, rivers, soil, fields)</p> <p>There will be further opportunities for children to make observations and record seasonal change.</p>	<p>Children will visit Cambridge and identify further human and physical features that they have learned about previously.</p> <p>Children will then apply their learning about Trumpington and Cambridge,, and the human and physical features that have been identified, and will compare these with a small area of Kenya.</p> <p>They will consider differences and similarities with Kenya, using different photographs and maps.</p>
<p>Locational Knowledge</p>	<p>Identify where children live (‘Where are we?’) and explore the location of Trumpington.</p> <p>Describe a journey on a map of the local area using simple locational and directional language.</p>	<p>Can name and locate the seven continents and five oceans on a globe or atlas (used as context for Trumpington and the UK)</p>	<p>Describe the physical and human geography of a distant place. Show awareness of some simple differences and similarities with their own locality.</p>
<p>Place Knowledge</p>	<p>Children can share other places they know to begin to broaden their awareness of different places and some of the simple contrasts between them.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya)</p> <p>Can identify different human environments, such as the local area and contrasting settlements and describe these using appropriate vocabulary. Identify different features of Kenyan villages</p>

			<p>(avoiding a single story).</p> <p>Describe the physical and human geography of a distant place.</p>
<p>Human and Physical Features</p>	<p>Make observations about the local area and use basic geographical language to refer to key human features: city, town, village, factory, farm, house, office, shop)</p> <p>Identify seasonal and daily weather patterns in the UK (this will continue through the year as the seasons change) - discuss characteristic weather associated with the seasons.</p>	<p>Use basic geographical language to refer to key physical features including forest, hill, river, soil, valley, vegetation.</p> <p>Can talk about a natural environment and describe it using appropriate vocabulary.</p> <p>Identify seasonal and daily weather patterns in the UK (this will continue through the year as the seasons change) - discuss characteristic weather associated with the seasons.</p> <p>Keep a simple chart based on children's observations.</p>	<p>Apply human and physical features of Trumpington identified in Autumn and Spring and compare and contrast these with features of a small area in Kenya. Identify simple similarities and differences.</p> <p>Identify seasonal and daily weather patterns in the UK (this will continue through the year as the seasons change) - discuss characteristic weather associated with the seasons.</p> <p>Keep a simple chart based on children's observations.</p>
<p>Map skills/Fieldwork</p>	<p>Use simple fieldwork and observational skills to identify features in the school, its grounds and the surrounding environment.</p> <p>Create a hand-drawn map/model of the school and its grounds.</p> <p>Begin to use directional language (eg near, far, left, right) to describe the location of features and routes on a map, using these during fieldwork.</p> <p>Record weather in different parts of the school ground and record these results in simple tables over the course of the term.</p>	<p>Use world maps, atlases and globes to place the UK, the seven continents and the oceans.</p> <p>Use simple symbols to mark physical features on a map.</p> <p>Continue to use directional language (eg near, far, left, right) to describe the location of features and routes on a map. Begin to use North, South, East and West through learning.</p> <p>Map weather data onto a map of the UK.</p>	<p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Use a range of images and sources to compare Kenya with Trumpington/Cambridge..</p> <p>Use world map and atlas to locate Kenya, revisiting the continents learning from Spring term, and local maps to place specific area.</p> <p>Take a short trip to investigate a slightly more distant site (ie Cambridge) and explore local facilities.</p>

<p>Year 2 Topic Focus</p>	<p>In this topic, children will consolidate their locational knowledge from Year 1.</p> <p>They will then identify the four countries of the United Kingdom, and the capitals and surrounding seas and begin to identify some key human and physical features.</p> <p>Children will be encouraged to begin to compare and contrast the regions of the UK.</p>	<p>In this topic, children will ensure their knowledge of continents and oceans is secure and will identify hot and cold areas of the world in relation to the Equator and the Poles.</p> <p>Children will apply their geographical language to other parts of the world - comparing the UK with India - and will be able to describe different environments.</p>	<p>Linked to their history unit, children will use different photographs, maps and perspectives to explore castles and their location, considering their features and why they are found where they are.</p> <p>They will then have opportunities to create their own maps, using symbols and keys, and ensure their knowledge of compass directions and directional language is secure.</p>
<p>Locational Knowledge</p>	<p>Revisit the locations of the seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Ensure that children are confident in using a world map, atlas or globe, and satellite images, to name and locate the seven continents and oceans and some of the world's countries, including the UK.</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Consolidate KS1 objectives throughout the unit to ensure that children's knowledge of the seven continents, oceans, four countries of the UK, capital cities and seas are all secure.</p> <p>Ensure knowledge of the Equator and North and South Poles are secure.</p>
<p>Place Knowledge</p>	<p>Children can draw comparisons between the different parts of the United Kingdom - for example comparing the geographic features of Trumpington with the Scottish Highlands.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (focus on India but with references to other countries).</p> <p>Describe different natural environments and describe them using appropriate vocabulary.</p>	<p>Make comparisons between different areas using the different maps being explored in class.</p>
<p>Human and Physical</p>	<p>Revisit human and physical features vocabulary from Year 1.</p>	<p>Confidently describe the physical and human geography of a distant place, explaining differences with their own locality and exploring reasons why</p>	<p>Explore different human and physical features and consider how people can change these over time.</p>

Features	<p>Children will also be able to identify other features not previously taught in the context of the different countries of the United Kingdom - for example port/harbour and beach/cliff/coast/mountain.</p>	<p>this might be the case.</p> <p>Use all the terminology used in KS1 in relation to a range of different locations around the world.</p>	<p>Look at castles across the UK and explore their locations and why they are found where they are (eg hills, use of moats etc).</p>	
Map skills/fieldwork	<p>Use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use a blank map to research and map places and features using an atlas.</p> <p>Use satellite images and aerial photographs to identify the constituent countries of the UK and place Trumpington within these.</p>	<p>Use compass directions (North, South, East and West) to identify and locate countries on a world map.</p> <p>Use compass directions and locational/directional language to describe the location of different features on maps.</p> <p>Use a globe to locate hot and cold places and 'zoom in' to introduce other local factors (ie Kilimanjaro - a cold summit near the Equator).</p> <p>Map and describe places being studied, linking the vocabulary and spatial awareness already covered in KS1.</p>	<p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Draw a map, using symbols, to show locations and construct a key.</p> <p>Use aerial photographs to identify a range of human and physical features of a locality - eg different castles and their locations.</p> <p>Continue to apply compass directions (4 points) to describe where symbols are on a map and where places are in relation to one another.</p>	
Year 3 Topic Focus	<p>In this topic, children will consolidate their learning on the United Kingdom from Key Stage 1.</p> <p>They will then learn about settlements, developing their understanding of this term and identifying how settlements and land-use have changed through history.</p> <p>Children will also visit an ancient settlement and learn about how humans</p>	<p>In this topic, children will apply their locational knowledge to their history by locating Egypt and explaining its position through previously taught vocabulary. They will then introduce new vocabulary, placing the hemispheres, Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.</p> <p>They will also consolidate their learning on settlements by learning about the</p>	<p>In this topic, children will learn about mountains, volcanoes and earthquakes. They will use previous vocabulary to place these and a range of mapping tools to identify them around the UK and</p>	<p>In this topic, children will look more deeply at the counties and cities of the United Kingdom, building on their learning from Year 2. They will focus upon the human characteristics of</p>

	have an impact on the physical environment.	importance of the Nile on land-use patterns and on the location of major settlements.	the world. Children will also link their learning to settlements by exploring the impact these physical features have on humans.	the United Kingdom - ie cities and counties - but will also use maps to identify some of the most important physical features (ie mountain ranges and rivers)..I
Locational Knowledge	Explore land-use patterns in the UK and how these have changed over time. Locate major settlements in the UK - both historic and modern.	Locate Egypt on a world map and be able to describe its position using previous taught language (Equator, continents). Describe the location of Egypt by introducing new locational vocabulary: North and South Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle)	Locate key geographical features from around the world - ie the world's largest mountain ranges and active volcanoes.	Consolidate the countries of the UK. Build on this to locate and name some cities in the UK, and counties near to Trumpington. Identify distinct characteristics of UK urban areas and how these have changed over time.
Place Knowledge	Consolidate comparison skills by considering how settlements have changed since Britain in the Stone to Iron Age.	Through historical topic, explore comparisons between UK and Egypt during the Ancient period (eg climate, importance of major rivers, types of settlement).	Explore reasons why some places have earthquakes and volcanoes and others	Identify how some regions of the United Kingdom are different from each other.

	<p>Use specific geographical language to identify features and how these have changed.</p>		<p>do not - bring in comparisons with the UK.</p> <p>Link mountains and volcanoes with patterns of settlement (ie why are these areas more sparsely populated?)</p>	<p>Link to historical comparisons made in the Autumn term.</p>
<p>Human and Physical Features</p>	<p>Learn about different types of settlements - exploring the commonalities and differences from Ancient Britain to the modern day.</p> <p>Learn about land-use - consider how land is used in modern settlements such as Trumpington.</p> <p>Have a secure understanding of the word settlement.</p>	<p>Consolidate settlements and land use by exploring features of Ancient Egypt (location of the major cities, the significance of inundation of the River Nile on farming, travel, trade).</p>	<p>Describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes.</p> <p>Explain how volcanoes and earthquakes can have an impact upon human lives.</p> <p>Explain how mountains are formed.</p>	<p>Locate and describe some human and physical features of the UK (eg locate mountain ranges of the UK, major cities, major rivers).</p> <p>Continue to link these back to local examples.</p>
<p>Map Skills and Fieldwork</p>	<p>Use maps and compass points (consolidating 4 and beginning to introduce 8 points) to plot locations of settlements in Ancient Britain.</p> <p>Use different images to explore features of Ancient Britain.</p> <p>Visit Wandlebury Country Park and investigate its physical and human geography and how humans have had an impact on the local environment.</p> <p>Explore Wandlebury and explore how they created a sustainable settlement.</p>	<p>Continue to consolidate 8 point compass directions through plotting of important geographical features related to the topic (ie the route of the Nile, the location of settlements in relation to one another)</p> <p>Use maps to introduce North and South Hemispheres, Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Use digital maps, including the zoom function, to explore significant human landmarks (eg pyramids, Nile)</p>	<p>Use digital technologies to explore mountain ranges and volcanoes around the world. Link to work on continents.</p> <p>Use ARC GIS to map mountain ranges in the UK and the world, and compare these.</p>	<p>Use four-figure grid references and 8-point compass directions to locate human and physical features of the UK.</p> <p>Carry out fieldwork in the local area, using appropriate techniques (ie notes, photos)</p> <p>Investigate patterns of</p>

			land use locally.
Year 4 Topic Focus	<p>In this topic, children will continue to consolidate their locational knowledge before learning about longitude and latitude. They will also ensure they can use 8-point compass directions confidently.</p> <p>They will then learn about Europe (including Russia) before completing a focused study on the Mediterranean.</p> <p>They will use maps to identify different countries and features and will then identify similarities and differences between the UK and the Mediterranean.</p>	<p>In this topic, children will deepen their understanding of the geography of the United Kingdom, focusing in this unit on the topographical features of the UK - ie the hills, mountains and coasts).</p> <p>Different map types will be used to explore these - including beginning to use OS maps to identify contours - and links will be made to history to allow children to identify how geographical features can have a significant impact upon human activity.</p>	<p>In this topic, children will learn about river processes. They will identify major rivers, both in the UK and across the world and explain the risks and opportunities that rivers offer.</p> <p>Children will then visit a local river to conduct fieldwork and produce a geographical study.</p>
Locational Knowledge	<p>Locate Greece - use this to consolidate key locational vocabulary (N and S hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle)</p> <p>Learn about longitude and latitude and apply this to find Greece, and other major countries including the UK.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</p> <p>Then, focus on the countries and features of the Mediterranean</p>	<p>Revisit locational knowledge on the United Kingdom in the context of the Viking/Anglo-Saxon division of England.</p> <p>Ensure knowledge of the countries, capitals and major cities of the UK is secure.</p> <p>Build on this by identifying some key topographical features of the United Kingdom (hills, rivers, mountains, coasts) and link these to Viking exploration and Saxon place names.</p>	<p>Identify the location of major rivers in Europe and the UK - consolidating learning from earlier in the year.</p>

Place Knowledge	<p>Compare and describe similarities and differences between some regions in Europe - Greece - and the UK (eg compare cities and their surrounding areas).</p>	<p>Consider how places have changed over time and how land use has changed over history.</p>	<p>Identify similarities and differences between how rivers are used in the UK and overseas.</p>
Human and Physical Features	<p>Can describe the main land uses within urban areas and the activities that take place there.</p> <p>Can describe the key characteristics of rural areas.</p> <p>Consolidate learning on settlements by describing the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p>	<p>Explore Saxon place names and how these relate to the nature of settlements and physical geography (eg ford = river, ham = village, hurst = hill). Evaluate why these are important to the location of different settlements.</p>	<p>Describe and understand key aspects of rivers.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary.</p> <p>Name and explain some of the processes associated with rivers.</p> <p>Establish an understanding of the risks rivers can pose to humans and how these can be mitigated.</p>
Map skills and fieldwork	<p>Use 8-point compass directions to locate Greece - consolidate learning from Year 3.</p> <p>Use world maps and globes to introduce longitude and latitude and link these to major physical features (volcanoes/mountains) previously studied.</p> <p>Present information gathered using simple graphs and other organisational features.</p> <p>Map countries of Europe, investigating the Mediterranean in more depth.</p>	<p>Use different map types to identify the topographical features of the UK (ie begin to use OS maps to identify contour lines)</p> <p>Use Arc GIS maps to identify hills and mountains of the UK.</p>	<p>Visit a local river and conduct a range of tests and observations on the area.</p> <p>Report these findings in a simple geographical report, using scaffolds, using a range of organisational features.</p> <p>Map major rivers in the world and the UK.</p> <p>Create own simple maps, using symbols to identify important features.</p>
Year 5 Topic Focus	<p>In this topic, children will conduct a local geography study. They will develop their mapping skills, understanding the skills and techniques geographers use to</p>	<p>In this topic, children will learn about North America. They will locate the continent and countries in the context of the Prime Meridian and time zones.</p>	<p>In this topic, children will then learn about the impact of Romans on Britain by considering key aspects of trade links and comparing these in Roman times to</p>

	<p>produce accurate maps before applying these to learning about the local area. They will move on to using OS maps confidently, including scales and 6-figure grid references.</p> <p>They will then conduct a fieldwork study to identify the local land use and economic activity (including transport and trade) and will create their own sketch maps using symbols and keys.</p>	<p>They will then identify the physical geography of North America by learning about climate zones and biomes and their influence on food production before drawing similarities and differences with the UK.</p>	<p>modern-day Britain.</p> <p>Children will consolidate their learning by using all the locational language from KS2, and their knowledge on settlements and climate zones, to explore trade links across the world.</p>
Locational Knowledge	<p>Use grid references, different map types (including Ordnance Survey maps) to build their knowledge of their local area.</p>	<p>Locate countries, cities and regions of North America on physical and political maps and apply previously taught language (ie hemispheres, Equator, longitude and latitude)</p> <p>Identify the position of the Prime/Greenwich Meridian and how this relates to time zones.</p> <p>Indicate tropical, temperate and polar climate zones on a globe and describe these areas using appropriate vocabulary.</p>	<p>Consolidate all KS2 locational language by identifying the locations covered by the Roman Empire and their relation to the Tropics of Cancer and time zones.</p> <p>Build on Mediterranean learning from Year 4.</p>
Place Knowledge	<p>Develop understanding of geographical change by identifying how a region, and its land use, has changed over time (contrasts between modern and Victorian Cambridge).</p>	<p>Describe and contrast key physical and human characteristics (including economic activity), and environmental regions of North America.</p> <p>Identify geographical similarities and differences through the study of human and physical geography of a region within North America.</p>	<p>Take opportunities to compare Roman trade links with modern trade links and economic activity.</p>
Human and	<p>Identify, and explain the significance of, human</p>	<p>Describe and understand climate zones, biomes and vegetation belts (in North America).</p>	<p>Describe and understand economic activity in countries, including trade links.</p>

<p>Physical Features</p>	<p>geographical features in the local area.</p> <p>Explore and study the local land use, economic activity (ie types of commerce) and links to other places (transport and trade).</p>	<p>Describe the climate of different parts of North America and how plants and animals are adapted to it.</p> <p>Understand how food production is influenced by climate and explore how different foods are distributed around the world.</p>	<p>Explore how settlements are established and how trade links (ie roads) were built.</p> <p>Compare these with modern day trade and communication links.</p> <p>Identify how construction of human features (ie Hadrian's Wall) connected to key topographical features of the UK.</p>
<p>Map Skills and Fieldwork</p>	<p>Use the eight points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Use OS map symbols, and describe height and slope from a map, recognising that contours show height.</p> <p>Read and compare map scales.</p> <p>Use a compass and develop these skills.</p> <p>Create a sketch map with symbols and a suitable key.</p> <p>Can plan and carry out a fieldwork investigation in an urban or rural area.</p> <p>Can present information gathered in fieldwork using a range of graphs.</p>	<p>Investigate time zones across America and map major cities around the world, giving their time relative to noon in Greenwich.</p> <p>Explore different physical and political maps.</p> <p>Discuss questions about geographical and political entities (ie how the USA is divided into states, including Alaska and Hawaii).</p>	<p>Map how trade links are created between different countries around the world.</p> <p>Look at maps of the UK to identify how sites of Roman settlement are linked.</p> <p>Consolidate grid references and compass points, applying these to a new context.</p>

Year 6 Topic Focus

In this topic, children will revisit their locational knowledge in the context of World War Two and will use mapping tools within their learning on the conflict.

They will then begin to learn about the distribution of natural resources, such as energy, food, and minerals, and apply their new learning to how this was significant during the war. This topic will be consolidated in the Summer term.

In this topic, children will learn about the countries and characteristics of South America and will draw comparisons and similarities with the UK.

They will deepen their understanding of biomes and vegetation belts, including learning about the Amazon Rainforest, and the impact of human activity upon this (ie deforestation).

In this topic, children will use Africa as a case study for deepening their thinking about trade links and natural resources, including food. Children will look at where the resources we need come from and consider the implications of movements such as fairtrade. They will also explore industry and minerals in Africa and how these have been used, and changed, over time.

Children will investigate the location of foodstuffs around the world, mapping these, and using their previous knowledge on climate and biomes to explain their location.

The topic will also be an opportunity to ensure all the locational language is secure before moving into KS3.

Locational Knowledge	<p>Use a range of mapping tools, including digital maps, to identify the countries of Europe, and their major cities, in the context of World War II.</p> <p>Continue to revise key terminology to ensure this is secure.</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate cities, countries and regions of South America on physical and political maps.</p> <p>Identify the characteristics of different regions, comparing and contrasting key physical, cultural and human features.</p> <p>Use globes and atlases to identify the distinct characteristics of some regions of South America and to accurately locate places by their longitude and latitude.</p>	<p>Consolidate all terminology from KS2 by identifying the different countries of Africa and the location of key human and physical characteristics (ie major rivers, deserts)</p> <p>Consider the historical contexts for the division of Africa.</p>
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Place Knowledge	<p>Draw contrasts between different regions throughout the topic - consider the impact of human activity such as warfare upon the settlements and characteristics of the United Kingdom.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America, making comparisons with the UK.</p>	<p>Compare and contrast different regions of Africa, and identify similarities and difference with the UK and other regions studied (ie South America).</p>
Human and Physical Features	<p>Describe and understand how natural resources are distributed around the world, including energy, food and minerals.</p> <p>Explore how the distribution of natural resources in Europe and the UK had an impact upon human decisions (ie Britain's need to be self-sufficient, the location of gas and oil fields in the USSR).</p>	<p>Identify the importance of biomes and vegetation belts in South America.</p> <p>Identify how natural resources are distributed within South America, including energy, food, minerals and water.</p> <p>Revisit learning on rivers to a new context - the Amazon. Connect this to human activity.</p> <p>Consider the impact of human activity (ie deforestation) on these physical features and the consequences for humans.</p>	<p>Focus on distribution of natural resources and economic activities (ie trade links).</p> <p>Understand that products we use are important as well as locally produced and how our shopping choices can have an impact on the lives of others.</p> <p>Understand where our energy and natural resources come from and the impacts of their use.</p>

<p>Map Skills and Fieldwork</p>	<p>Use a range of mapping tools, including digital maps, to identify the countries of Europe, and their major cities, in the context of World War II. Include topography and factors that make different regions unique.</p> <p>Present geographical information using maps, plans or graphs.</p>	<p>Map regions of the Amazon and link to work on climate, biomes, fresh water and major rivers.</p> <p>Zoom into Manaus, map impacts of farming on the rainforest.</p>	<p>Communicate geographical information.</p> <p>Map imports of foodstuffs from around the world (could use Scribble Maps). Link to trade and climate.</p> <p>Use NASA Earth's visible light map to discuss energy use around the world - consider alternative energy use and discuss how the location of energy sources differ to where it is most used.</p> <p>Visit the beach (Y6 residential) and note the physical geography of this area.</p>
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Digital mapping resources:

<https://storymaps.arcgis.com/>

<https://digimapforschools.edina.ac.uk/get-started/>

<https://www.scribblemaps.com/>

<https://earthobservatory.nasa.gov/features/NightLights>

<https://maps.nls.uk/>