



## **Whipton Barton Federation Geography Long Term Curriculum Map**

Teaching Geography through exciting termly topics, children at Whipton Barton Federation develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children begin to develop their geographical understanding and vocabulary through Talk Through Stories texts as they learn that there is a world beyond their own doorstep. Through stories, role-play, small world play and visits, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, in the Spring term children learn about Burkina Faso - its weather, native animals and produce. They begin to develop other geographical skills, such as mapping, during their 'Percy the Park Keeper' topic where they create their own maps of Percy's park. First-hand experiences and learning outside in the natural environment help them learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world. In Key Stage One and Key Stage Two, children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We also develop the children's ability to confidently communicate their findings and geographical understanding which in KS2, is through a final written essay.









The Geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. An introduction to settlements, tectonic processes and hydrological and climatic processes introduce Year 3 pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning. When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes























that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge.

The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit. The Local Fieldwork unit is in Year 6, so that pupils are exposed to geographical research in KS2. This is a crucial part of a child's geographical education, which also includes a trip to the Eden Project, and we have intentionally incorporated this unit at the end of KS2 to capitalise on their greater maturity and geographical knowledge.

Through inspirational teaching, we develop the following essential characteristics of geographers:

-  An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
-  A comprehensive understanding of the ways in which places are interdependent and interconnected;
-  An extensive base of geographical knowledge and vocabulary;
-  Fluency in complex, geographical enquiry and the ability to apply questioning skills.
-  The ability to reach clear conclusions and explain their findings;
-  Excellent fieldwork skills as well as other geographical aptitudes and techniques;
-  The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;
-  A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	Children begin to develop their geographical understanding and vocabulary through Talk Through Stories texts as they learn that there is a world beyond their own doorstep. Through stories, role-play, small world play and visits, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, in the Spring term children learn about Burkina Faso - its weather, native animals and produce. They begin to develop other geographical skills, such as mapping, during their 'Percy the Park Keeper' topic where they create their own maps of Percy's park. First-hand experiences and learning outside in the natural environment help them learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Knowledge</b>					
<b>Year 1</b>		<p style="text-align: center;"><b>Location, Location, Location</b></p>  <p>To give and follow instructions.</p> <ul style="list-style-type: none"> <li> Follow directions to move around the classroom.</li> <li> Record directions as a route, using symbols.</li> <li> Learn about the points on a compass.</li> </ul> <p>To draw a simple map of the school.</p> <ul style="list-style-type: none"> <li> Say 2 (or more) key features of a map.</li> <li> Locate our school on a street map using ICT</li> <li> Tell my partner 3 places/ buildings which are nearby.</li> </ul>		<p style="text-align: center;"><b>To Exeter and Beyond</b></p>  <p>To describe what I see on the way to school.</p> <ul style="list-style-type: none"> <li> Be able to name, describe and compare familiar places.</li> <li> Use locational and directional language.</li> <li> Ask simple geographical question</li> </ul> <p>To understand what Exeter is like.</p> <ul style="list-style-type: none"> <li> Ask simple geographical questions</li> <li> Understand how some places are linked to other places e.g. roads, trains.</li> </ul>		<p style="text-align: center;"><b>Wonderful Weather</b></p>  <p>To observe the weather where we live.</p> <ul style="list-style-type: none"> <li> Name four types of weather that happen in the UK.</li> <li> Understand how our weather changes throughout the year seasons.</li> <li> Observe (look at) the weather.</li> </ul> <p>To use observations to observe wind direction and speed.</p> <ul style="list-style-type: none"> <li> Use compass points and directional language;</li> <li> Identify seasonal and daily weather patterns in the UK.</li> <li> Use observations to answer questions about wind</li> </ul>



	<p>To understand and draw an aerial map.</p> <ul style="list-style-type: none"><li>Draw an aerial plan / map of our school using a key, labels, colour and a title.</li><li>Label a map carefully to identify key features.</li></ul> <p>To understand their route to school.</p> <ul style="list-style-type: none"><li>Describe the route I take to school using directional words.</li><li>Draw a simple map of my route to school.</li><li>Discuss the features that I observe on my route.</li></ul> <p>To begin to understand map symbols.</p> <ul style="list-style-type: none"><li>Recognise map symbols.</li><li>Explain what map symbols represent</li><li>Understand the purpose of an ordnance survey map.</li></ul> <p>To use a simple map.</p> <ul style="list-style-type: none"><li>Recognise and use map symbols correctly.</li><li>Understand the purpose of the features of a map.</li><li>Be able to investigate my local area using locational and directional language</li></ul>	<p>Know about some present changes that are happening in the local environment.</p> <p>To describe different type of housing in Exeter.</p> <ul style="list-style-type: none"><li>Name 3 different types of housing.</li><li>Explain some differences between these types of houses.</li><li>Ask simple geographical questions</li></ul> <p>To use geographical vocabulary to talk about rivers.</p> <ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key physical features including rivers.</li><li>Use locational and directional language</li><li>Ask simple geographical questions</li></ul> <p>To suggest ways in which the local area can be improved.</p> <ul style="list-style-type: none"><li>Ask simple geographical questions</li><li>Begin to say why our local area could be improved</li><li>Talk about the changes you can see</li></ul>	<p>To observe the weather and measure rainfall.</p> <p>Know how accurate records identify seasonal and daily weather patterns in the UK.</p> <ul style="list-style-type: none"><li>Use geographical vocabulary to refer to key physical features, such as season and weather.</li><li>Ask simple geographical questions.</li></ul> <p>To understand the dangers of extreme weather.</p> <ul style="list-style-type: none"><li>Explain three ways in which the weather can be dangerous to us.</li><li>Begin to understand some of the things that 'extreme' weather can do to our surroundings.</li><li>Explain features of extreme weather types.</li></ul> <p>To describe seasonal weather changes.</p> <ul style="list-style-type: none"><li>Be able to name all four seasons of the year.</li><li>Understand why seasons occur</li><li>Explain typical features of each season</li></ul>
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					<p>To understand what weather forecasts show.</p> <ul style="list-style-type: none"><li>Use geographical vocabulary to refer to different types of weather.</li><li>Use and explain three or more weather symbols.</li><li>Explain why we rely on weather forecasts.</li></ul>
<b>Hooks</b>		<p>Map reading around school. Map of school, children to use the map to find the Fairy Tale book covers.</p> <p>Look at OS maps.</p>		<p>Selection of pictures from Exeter and other places, children to sort if they are in Exeter or not.</p>	<p>Daily weather report over the first week.</p>
<b>Final Outcome</b>		<p>Map reading in the local area with a picture collage.</p> <p>Speech bubble about what they have learnt about that term.</p>		<p>Booklet all about Exeter (Where is Exeter, Places to visit, The River Exe, Why they like Exeter)</p>	<p>Essay – Fact retrieval</p>
<b>NC Objectives</b>	<b>National Curriculum Coverage</b>				
	<p>Human and physical geography</p> <ul style="list-style-type: none"><li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <b>Year 1 – Wonderful Weather</b></li><li>Use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>Key physical features</li><li>Key human features <b>Year 1 – To Exeter and Beyond</b></li></ul></li></ul>				



### Geographical skills and fieldwork

- Use simple compass directions and locational and directional language to describe the location of features and routes on a map. **Year 1 – Location, location, location, Year 1 – To Exeter and Beyond**
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. **Year 1 – Location, location, location, Year 1 – To Exeter and Beyond**  
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Year 1 – To Exeter and Beyond**








Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
Year 2		<p data-bbox="510 325 797 352" style="text-align: center;"><b>What a Wonderful World!</b></p>  <p data-bbox="412 544 869 603">To name and locate the UK and its four capital cities.</p> <ul data-bbox="456 639 869 810" style="list-style-type: none"> <li>• Be able to locate the UK on a map</li> <li>• Name the four countries of the UK</li> <li>• Name the four capital cities of the UK</li> </ul> <p data-bbox="412 879 882 938">To identify Human and Physical Features of a place.</p> <ul data-bbox="456 975 891 1145" style="list-style-type: none"> <li>• Know the difference between a human and physical feature.</li> <li>• Identify features around the school</li> <li>• Classify different features around the school.</li> </ul> <p data-bbox="412 1182 869 1241">To name and locate the world's seven continents and five oceans</p> <ul data-bbox="456 1278 869 1385" style="list-style-type: none"> <li>• Use an atlas to locate the continents and oceans of the world.</li> <li>• Label a world map accurately</li> </ul>		<p data-bbox="1211 325 1346 352" style="text-align: center;"><b>Rainforests</b></p>  <p data-bbox="1032 571 1496 630">To identify where tropical rainforests are located.</p> <ul data-bbox="1077 667 1518 837" style="list-style-type: none"> <li>• Be able to locate rainforests on a map.</li> <li>• Describe why they are located near the Equator.</li> <li>• Make comparisons with a region of the U.K.</li> </ul> <p data-bbox="1032 906 1473 965">To learn about the key features of the tropical rainforest.</p> <ul data-bbox="1077 1002 1509 1173" style="list-style-type: none"> <li>• Know about the different layers of the rainforest.</li> <li>• Identify species of trees and plants in the rainforest.</li> <li>• Identify some animals that live in the rainforest.</li> </ul> <p data-bbox="1032 1241 1487 1300">To understand how humans rely on the tropical rainforest.</p> <ul data-bbox="1077 1337 1509 1385" style="list-style-type: none"> <li>• Describe how rainforests benefit the environment.</li> </ul>		<p data-bbox="1778 347 2018 375" style="text-align: center;"><b>Our Food, Our World</b></p>  <p data-bbox="1653 564 2136 592">To explain where some foods come from.</p> <ul data-bbox="1697 628 2136 799" style="list-style-type: none"> <li>• Understand that food comes from many different countries.</li> <li>• Begin to understand where food comes from.</li> <li>• Be able to explain how milk is produced.</li> </ul> <p data-bbox="1653 868 2056 895">To use explain the journey of food.</p> <ul data-bbox="1697 932 2136 1305" style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including: hill, mountain, sea, season and weather</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries</li> <li>• Use basic geographical vocabulary to refer to key human features, including: farm, shop.</li> </ul>



	<ul style="list-style-type: none"><li>Understand that the world is a sphere.</li></ul> <p>To understand key features of the continents of the world.</p> <ul style="list-style-type: none"><li>Find at least 2-3 facts about some of the continents of the world.</li><li>Record facts clearly about a given continent.</li><li>Identify a given continent on a world map.</li></ul> <p>To share a fact about oceans of the world.</p> <ul style="list-style-type: none"><li>To be able to name the five oceans of the world.</li><li>To know where the oceans are on a map.</li><li>To be able to state facts about an ocean.</li></ul> <p>To understand the location of hot and cold areas of the world, in relation to the Equator and North and South Pole.</p> <ul style="list-style-type: none"><li>Explain where hot and cold countries are located in the world.</li><li>Begin to name climate zones around the world using key words</li><li>State the characteristics of different climates</li></ul>	<ul style="list-style-type: none"><li>Recognise some foods that come from the rainforest.</li><li>Identify some products that come from the rainforest.</li></ul> <p>To learn about the temperate rainforests.</p> <ul style="list-style-type: none"><li>Describe the climate, flora and fauna within a temperate forest.</li><li>Identify temperate forests on a map.</li><li>Compare and contrast the temperate and tropical rainforests.</li></ul> <p>To compare tourism in my local area with the Amazon.</p> <ul style="list-style-type: none"><li>To recognise what tourism is.</li><li>To understand the positives and negatives of tourism.</li><li>To create a diary discussing tourist activities.</li></ul> <p>To explain why the rainforest is under threat.</p> <ul style="list-style-type: none"><li>Understand how the actions of humans are putting it at risk.</li><li>Recognise the impact that deforestation is having on living things.</li><li>Suggest some actions to look after the rainforest's future.</li></ul>	<p>To locate where different foods are produced on a world map.</p> <ul style="list-style-type: none"><li>Use world maps, atlases and globes to identify where different foods come from</li><li>Understand that food is imported into the U.K.</li><li>Explain why produce is imported into the U.K.</li></ul> <p>To explain why farming is important.</p> <ul style="list-style-type: none"><li>Able to use geographical vocabulary to refer to key human features, including: factory, farm, and shop.</li><li>Know that there are different types of farming in the UK</li><li>Understand the importance of farming in the journey of food.</li></ul> <p>To explain how reducing food waste helps our planet.</p> <ul style="list-style-type: none"><li>Able to use geographical vocabulary to refer to key human features, including: land, farm, and shop.</li><li>Understand the importance of reducing food waste.</li><li>Know that there are ways in which food waste can be reduced.</li></ul>
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					<p>To research where different foods originate.</p> <ul style="list-style-type: none"> <li> Be able to use geographical vocabulary to refer to key human features, including: city and town.</li> <li> Understand that food originates from all over the world.</li> <li> Be able to locate countries on a world map.</li> </ul>
<b>Hooks</b>		A3 split into 4 plus selection of cards (flags, landmarks, tradition food, instruments), children to sort where they think they went.		Selection of cuddly toys/things produced in the rainforest, children to ask questions to try and work out the new topic.	Selection of food packages, children to search to see where the food has come from – locate on a world map.
<b>Final Outcome</b>		Booklets – England, Northern Ireland, Scotland, Wales, continents, oceans		Poster about the rainforest (general facts, animals, produces, saving the rainforest)	Essay – Fact retrieval
<b>NC Objectives</b>	<b>National Curriculum Coverage</b>				
	<p>Key stage 1</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li> Name and locate the world's seven continents and five oceans. <b>Year 2 – What a Wonderful World</b></li> <li> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area. <b>Year 2 – What a Wonderful World</b></li> </ul> <p>Place knowledge</p>				



- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. **Year 2 – Rainforest**




#### Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Year 2 – Rainforest, Year 2 – Our Food, Our World**
- Use basic geographical vocabulary to refer to:
  - Key physical features
  - Key human features**Year 2 – What a Wonderful World, Year 2 – Our Food, Our World**

#### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. **Year 2 – What a Wonderful World**



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Knowledge</b>					
<b>Year 3</b>		<p><b>Mountains, Volcanoes and Earthquakes</b></p>  <p>What is the Earth made of?</p> <ul style="list-style-type: none"> <li>⊗ What makes up the structure of the earth</li> <li>⊗ What the earth is made of</li> <li>⊗ Where volcanoes and earthquakes occur</li> </ul> <p>What are fold mountains?</p> <ul style="list-style-type: none"> <li>⊗ What mountain ranges are</li> <li>⊗ What fold mountains are</li> <li>⊗ How fold mountains form</li> </ul> <p>How are volcanoes formed?</p> <ul style="list-style-type: none"> <li>⊗ What volcanoes are</li> <li>⊗ How volcanoes vary</li> <li>⊗ What stratovolcanoes are</li> </ul> <p>What happens when a volcano erupts?</p> <ul style="list-style-type: none"> <li>⊗ About a volcanic eruption case study, including the effects and responses</li> <li>⊗ Why some people choose to live near a volcano</li> </ul> <p>How does an earthquake occur?</p>		<p><b>Villages, Towns and Cities</b></p>  <p>Where are the world's people?</p> <ul style="list-style-type: none"> <li>⊗ How many people live on the planet</li> <li>⊗ Where people are distributed globally</li> <li>⊗ Which continents have the biggest populations</li> </ul> <p>What is a settlement?</p> <ul style="list-style-type: none"> <li>⊗ People live in settlements</li> <li>⊗ What the differences are between villages, towns and cities</li> <li>⊗ Increasing numbers of people live in cities</li> </ul> <p>How are towns and villages different places to live?</p> <ul style="list-style-type: none"> <li>⊗ That towns and cities vary in size</li> <li>⊗ That towns and cities vary in population</li> <li>⊗ That towns and cities have different services</li> </ul> <p>What is it like to live in a town or village?</p>		<p><b>Weather and the Water Cycle</b></p>  <p>Where is Earth's water?</p> <ul style="list-style-type: none"> <li>⊗ Why water is so important</li> <li>⊗ Where water is situated</li> <li>⊗ The stages of the water cycle</li> </ul> <p>Why does it rain?</p> <ul style="list-style-type: none"> <li>⊗ How the water cycle affects rainfall</li> <li>⊗ How rainfall varies between places</li> <li>⊗ Why dark clouds suggest incoming rainfall</li> </ul> <p>How can extreme weather affect the U.K?</p> <ul style="list-style-type: none"> <li>⊗ What types of extreme weather there are</li> <li>⊗ The impact of wild weather on the South West</li> <li>⊗ How extreme weather affects people's lives</li> </ul> <p>How do the seasons work?</p> <ul style="list-style-type: none"> <li>⊗ What the four seasons are</li> <li>⊗ Why the seasons occur</li> <li>⊗ About the locations of the hemispheres</li> </ul>



		<ul style="list-style-type: none"> <li>⦿ How tectonic plates move</li> <li>⦿ What an earthquake is</li> <li>⦿ Why some places are more vulnerable than others to large earthquakes</li> </ul> <p>What happens when an earthquake occurs?</p> <ul style="list-style-type: none"> <li>⦿ About an earthquake case study: Tohoku, including the effects and responses</li> <li>⦿ What a tsunami is</li> </ul>		<ul style="list-style-type: none"> <li>⦿ What the features of a town are</li> <li>⦿ What the features of a village are</li> <li>⦿ What the lifestyle might be like in a town and village</li> </ul> <p>How are settlements shaped?</p> <ul style="list-style-type: none"> <li>⦿ How early settlements were different to settlements today</li> <li>⦿ How settlements vary in shape</li> <li>⦿ How settlements have patterns</li> </ul> <p>What makes up a city?</p> <ul style="list-style-type: none"> <li>⦿ What land uses are found in a city</li> <li>⦿ What the purpose of these different land uses are.</li> </ul>		<p>How does the weather affect people's lives?</p> <ul style="list-style-type: none"> <li>⦿ How work and leisure depends on weather</li> <li>⦿ How to complete a questionnaire</li> <li>⦿ How to evaluate a set of responses</li> </ul> <p>Why is the world's weather changing?</p> <ul style="list-style-type: none"> <li>⦿ What is causing global warming</li> <li>⦿ How global warming is affecting the Earth</li> </ul>
<b>Hooks</b>		Simulate destruction of an earthquake in classroom		Selection of pictures, children to sort if it is in a village, town or city.		Look at a map of Devon. Where is the water?
<b>Final Outcome</b>		Essay - Explanation on one element, explaining build up, what happens, after effects.		Tourism leaflet (Benefits, things to do, places to eat, what they might see)		Weather report – plan and present a weather forecast against a green screen.
<b>NC Objectives</b>	<b>National Curriculum Coverage</b>					
	<p>Key stage 2</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>⦿ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>Term 2 – Mountains, Earthquakes and Volcanoes, Term 4 – Villages, Towns and Cities, Term 6 – Weather and the Water Cycle</b></li> </ul>					



- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Term 2 – Mountains, Earthquakes and Volcanoes, Term 4 – Villages, Towns and Cities**

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Term 4 – Villages, Towns and Cities**




#### Human and physical geography

- describe and understand key aspects of:
  - \* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **Term 2 – Mountains, Earthquakes and Volcanoes, Term 6 – Weather and the Water Cycle**
  - \* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Term 4 – Villages, Towns and Cities**

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Term 4 – Villages, Towns and Cities, Term 2 – Mountains, Earthquakes and Volcanoes**
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Term 4 – Villages, Towns and Cities, Term 2 – Mountains, Earthquakes and Volcanoes**  
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Term 4 – Villages, Towns and Cities**



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Knowledge</b>					
<b>Year 4</b>		<b>Human Migration</b> 		<b>Rivers</b> 		<b>Natural Resources</b> 
		<p>What is migration?</p> <ul style="list-style-type: none"> <li>• What migration is</li> <li>• The reasons why people migrate</li> <li>• What push and pull factors are</li> </ul> <p>How does migration affect people and places?</p> <ul style="list-style-type: none"> <li>• The advantages and disadvantages of human migrations</li> <li>• Why people have migrated over time</li> <li>• Why migration is important</li> </ul> <p>What is economic migration?</p> <ul style="list-style-type: none"> <li>• Economic reasons for migration</li> <li>• Which cities had the highest number of economic migrants in the U.K.</li> <li>• How it could feel to migrate to another place</li> </ul>		<p>Where are the world's rivers?</p> <ul style="list-style-type: none"> <li>• What a river is</li> <li>• Where the world's rivers are</li> <li>• Examples of famous rivers</li> </ul> <p>How do rivers shape the land?</p> <ul style="list-style-type: none"> <li>• What the four types of erosion are</li> <li>• What the four types of transportation are</li> <li>• What deposition is</li> </ul> <p>What landforms can a river create?</p> <ul style="list-style-type: none"> <li>• What a landform is</li> <li>• What V-shaped valleys and interlocking spurs are</li> <li>• How an oxbow lake forms</li> </ul>		<p>What are natural resources?</p> <ul style="list-style-type: none"> <li>• What natural resources are</li> <li>• About some common natural resources</li> <li>• What is meant by renewable/non-renewable</li> </ul> <p>Where are the world's natural resources?</p> <ul style="list-style-type: none"> <li>• What natural resources are in the U.K</li> <li>• About natural resources found globally</li> <li>• Where well-known countries are located</li> </ul> <p>What natural resources does Chile have?</p> <ul style="list-style-type: none"> <li>• Where Chile is located</li> <li>• How Chile's natural resources are used</li> <li>• How mining can be dangerous</li> </ul>






	<p>What is a refugee?</p> <ul style="list-style-type: none"> <li>• What a refugee is</li> <li>• Why some people are refugees</li> <li>• Who some of the well-known refugees in the U.K are</li> </ul> <p>What are the main reasons for internal migration in Exeter?</p> <ul style="list-style-type: none"> <li>• Understand what internal migration is</li> <li>• Why people may move to a different city</li> <li>• Collect primary data respectfully</li> </ul> <p>What are the reasons for internal migration in Exeter?</p> <ul style="list-style-type: none"> <li>• Plot data onto a bar chart</li> <li>• Analyse the common reasons for internal migration to Exeter</li> <li>• Consider differences between U.K cities</li> </ul>	<p>How does the depth of a river affect its flow?</p> <ul style="list-style-type: none"> <li>• How to collect primary data</li> <li>• How to analyse primary data</li> <li>• Which part of a river is deepest</li> </ul> <p>Why are rivers important to people?</p> <ul style="list-style-type: none"> <li>• Why people like living near rivers</li> <li>• Why the Volga River is important for people</li> <li>• Why the Amazon River is important for People</li> </ul> <p>What happens when a river floods?</p> <ul style="list-style-type: none"> <li>• What a flood is</li> <li>• Why rivers flood</li> <li>• How a flood can bring advantages and disadvantages</li> </ul>	<p>What natural resources does the South West have?</p> <ul style="list-style-type: none"> <li>• About the traditional minerals extracted</li> <li>• How extractions of resources work</li> <li>• The influence of agriculture, forests and water</li> </ul> <p>How can overusing natural resources cause problems?</p> <ul style="list-style-type: none"> <li>• How the U.K has obtained energy</li> <li>• The global effects of burning fossil fuels</li> <li>• How people's health can be impacted</li> </ul> <p>How can we preserve the world's natural resources?</p> <ul style="list-style-type: none"> <li>• About various ways to sustain the planet</li> <li>• Why it is so important to safeguard the Earth</li> </ul>
<p><b>Hooks</b></p>	<p>Migrating around the space based on different criteria/most appealing resources. (e.g. money, jobs, natural resources and visual resources)</p>	<p>Selection of 3 world rivers, cut into sections, and reassembled in order to show how the river changes as flows from source to mouth.</p>	<p>Selection of resources – children to sort if natural or not.</p>
<p><b>Final Outcome</b></p>	<p>Information page on migration.</p>	<p>Debate/essay on the positive effect vs negative effects of a river – landscape, effect on people.</p>	<p>Plan and give a speech on over using/ exploiting natural resources in a specific place (Chile, South West)</p>



NC Objectives	National Curriculum Coverage
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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Knowledge</b>					
<b>Year 5</b>		<b>Informal Settlements</b> 		<b>Earth's Biomes</b> 		<b>Energy and Sustainability</b> 
		<p>What is an informal settlement?</p> <ul style="list-style-type: none"> <li>🌀 What informal settlements are</li> <li>🌀 Where informal settlements form</li> <li>🌀 Where the biggest informal settlements are located</li> </ul> <p>Why do Informal Settlements develop?</p> <ul style="list-style-type: none"> <li>🌀 Why people move to cities</li> <li>🌀 Why informal settlements are located around cities</li> <li>🌀 How informal settlements develop</li> </ul> <p>How are Rocinha and Dharavi similar and different?</p> <ul style="list-style-type: none"> <li>🌀 Where the two are located</li> <li>🌀 The physical features of each community</li> <li>🌀 The human features of each community</li> </ul> <p>What challenges do people face living in Informal Settlements?</p>		<p>What are the Earth's Biomes?</p> <ul style="list-style-type: none"> <li>🌀 The world has many different biomes</li> <li>🌀 Biomes are large ecosystems</li> <li>🌀 Biomes have distinct climatic conditions</li> </ul> <p>What affects an ecosystem?</p> <ul style="list-style-type: none"> <li>🌀 Temperature and precipitation affect the</li> <li>🌀 distribution of biomes</li> <li>🌀 Human activity can negatively impact biomes</li> </ul> <p>What is the tundra?</p> <ul style="list-style-type: none"> <li>🌀 What the climate is like in the tundra</li> <li>🌀 Where the tundra is found</li> <li>🌀 What flora and fauna live in the tundra</li> </ul> <p>What is the taiga?</p> <ul style="list-style-type: none"> <li>🌀 What the climate is like in the taiga</li> <li>🌀 Where the taiga is found</li> </ul>		<p>What is sustainability?</p> <ul style="list-style-type: none"> <li>🌀 About the definition of sustainability</li> <li>🌀 How sustainability is promoted in school</li> <li>🌀 What resources need to be looked after</li> </ul> <p>How has energy been produced?</p> <ul style="list-style-type: none"> <li>🌀 What fossil fuels are</li> <li>🌀 How fossil fuels are extracted</li> <li>🌀 About the impact of using fossil fuels</li> </ul> <p>How can we produce energy sustainably?</p> <ul style="list-style-type: none"> <li>🌀 About the impact of renewable energy</li> <li>🌀 What forms of renewable energy can be used</li> <li>🌀 How to design an eco-town</li> </ul> <p>How is an area of Exeter sustainable?</p> <ul style="list-style-type: none"> <li>🌀 How to use fieldwork methods</li> <li>🌀 How Heavitree Park is sustainable</li> </ul>






		<ul style="list-style-type: none"> <li>⌚ What classifies as an informal settlement</li> <li>⌚ What challenges informal settlement communities face</li> <li>⌚ Why life can be difficult in Rocinha, Kibera and Dharavi</li> </ul> <p>How can life in the informal settlements be improved?</p> <ul style="list-style-type: none"> <li>⌚ What is meant by quality of life and standard of living</li> <li>⌚ How they can be improved</li> <li>⌚ Why self-help schemes have been effective</li> </ul> <p>How can crime be tackled in informal settlements ?</p> <ul style="list-style-type: none"> <li>⌚ Why was there violence in the favelas</li> <li>⌚ How did the government seek to deal with it</li> </ul>	<ul style="list-style-type: none"> <li>⌚ What flora and fauna live in the taiga</li> </ul> <p>What is the savanna?</p> <ul style="list-style-type: none"> <li>⌚ What the climate is like in the savanna</li> <li>⌚ Where the savanna is found</li> <li>⌚ What flora and fauna live in the savanna</li> </ul> <p>How are biomes being damaged?</p> <ul style="list-style-type: none"> <li>⌚ The causes of climate change</li> <li>⌚ The effects of climate change</li> <li>⌚ What the future might hold for Earth`s biomes</li> </ul>	<ul style="list-style-type: none"> <li>⌚ About the different types of data</li> </ul> <p>How is an area of Exeter sustainable?</p> <ul style="list-style-type: none"> <li>⌚ How to analyse and evaluate data</li> <li>⌚ How people, the economy and environment</li> <li>⌚ are all factors in Heavitree Park's environment</li> <li>⌚ How to plan for the future</li> </ul> <p>What does the future hold?</p> <ul style="list-style-type: none"> <li>⌚ What is meant by energy security</li> <li>⌚ How people can make sustainable choices</li> </ul>
<b>Hooks</b>		Build a model of an informal settlement (pre-teach video) building using recyclable materials.	QR codes for 5 main biomes, children in groups to scan one and feed back to the rest of the class 5 interesting facts they have found out – possible books	20 questions – pictures relating with the topic, children to ask questions to try and work out what the new topic is about.  Local Litter Pick
<b>Final Outcome</b>		Essay	Brochure on chosen biomes.	Write a balanced argument and debate – linked to making the school more sustainable and energy efficient.



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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Key Knowledge</b>					
<b>Year 6</b>		<b>Local Fieldwork</b> 		<b>Population</b> 		<b>Globalisation</b> 
		<p>Why conduct fieldwork?</p> <ul style="list-style-type: none"> <li>⊗ What fieldwork is</li> <li>⊗ Why geographers conduct fieldwork</li> <li>⊗ What sort of fieldwork geographers conduct</li> </ul> <p>What tools do geographers use? (I)</p> <ul style="list-style-type: none"> <li>⊗ Why maps are important</li> <li>⊗ How maps are used</li> <li>⊗ Why geographers use four and six figure</li> <li>⊗ Grid references</li> </ul> <p>What tools do geographers use? (II)</p> <ul style="list-style-type: none"> <li>⊗ What a field sketch is</li> <li>⊗ Why geographers carry out surveys and questionnaires</li> <li>⊗ How tools help geographers</li> </ul> <p>How do geographers collect data?</p> <ul style="list-style-type: none"> <li>⊗ How to safely collect fieldwork data</li> <li>⊗ How to collect reliable data</li> </ul>		<p>Where are the world's people?</p> <ul style="list-style-type: none"> <li>⊗ How many people live on the planet</li> <li>⊗ Where people are distributed globally</li> <li>⊗ What the population density of the UK is</li> </ul> <p>How has the population changed in the U.K?</p> <ul style="list-style-type: none"> <li>⊗ Why populations grow</li> <li>⊗ What has caused UK residents to have a higher standard of living</li> <li>⊗ How the UK's population has changed</li> </ul> <p>What is a population pyramid?</p> <ul style="list-style-type: none"> <li>⊗ What a population pyramid is</li> <li>⊗ Why population pyramids are useful</li> <li>⊗ How to interpret a population pyramid</li> </ul> <p>What factors affect population?</p>		<p>What is globalisation?</p> <ul style="list-style-type: none"> <li>⊗ How to define globalisation</li> <li>⊗ About the ways in which globalisation occurs</li> <li>⊗ How logos are important to companies</li> </ul> <p>How has technology aided globalisation?</p> <ul style="list-style-type: none"> <li>⊗ How the Internet supports industries</li> <li>⊗ About the distribution of internet access</li> <li>⊗ The benefits and drawbacks of the Internet</li> </ul> <p>How has transport aided globalisation?</p> <ul style="list-style-type: none"> <li>⊗ What transport methods have joined places.</li> <li>⊗ What happens when transport goes wrong</li> <li>⊗ How transport can be improved in our region</li> </ul>



		<ul style="list-style-type: none"> <li>🌀 How to select the appropriate tool</li> </ul> <p>How do geographers present their data?</p> <ul style="list-style-type: none"> <li>🌀 Why data presentation is important</li> <li>🌀 How data can be presented</li> <li>🌀 How to interpret your data</li> </ul> <p>How do geographers analyse their data?</p> <ul style="list-style-type: none"> <li>🌀 What analysis is</li> <li>🌀 What the conclusion and evaluation are</li> <li>🌀 How you can answer your enquiry question</li> </ul>		<ul style="list-style-type: none"> <li>🌀 What the causes and effects of a rising population are</li> <li>🌀 What the causes and effects of a declining population are.</li> <li>🌀 How Covid-19 has affected population</li> </ul> <p>How does St Exeter's population vary?</p> <ul style="list-style-type: none"> <li>🌀 Understand the purpose of a census in the U.K.</li> <li>🌀 Collect and record primary data with accuracy.</li> <li>🌀 Use WBF STAR when speaking to the public.</li> </ul> <p>How does Exeter's population vary?</p> <ul style="list-style-type: none"> <li>🌀 Analyse the primary data collected.</li> <li>🌀 To plot a bar chart with accuracy.</li> <li>🌀 Consider and prioritise government policies.</li> </ul>		<p>What impact has globalisation had on trade?</p> <ul style="list-style-type: none"> <li>🌀 What is meant by trade</li> <li>🌀 How globalisation supports employment</li> <li>🌀 About the disadvantages of globalisation</li> </ul> <p>How has globalisation impacted Exeter?</p> <ul style="list-style-type: none"> <li>🌀 How to gather data during fieldwork</li> <li>🌀 About local, national and global businesses</li> <li>🌀 How to use company logos to identify them</li> </ul> <p>How has globalisation impacted Exeter?</p> <ul style="list-style-type: none"> <li>🌀 How the businesses are distributed between food, clothing and other outlets</li> <li>🌀 How brands' reputations affect their locations</li> </ul>
<b>Hooks</b>		Adult pretends to be a Fieldwork expert, children in groups have to question the adult to try and guess what they are an expert in.		Children to have a copy of the world map with the world population density with no title, children to try and work out what the map is showing.		Logo quiz
<b>Final Outcome</b>		Essay		Essay		Debate



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