



## **St Monica's Catholic Primary School**

### **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

### **What we teach and what your children learn in Geography**

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in Geography in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on [stmonicas@st-monicas.co.uk](mailto:stmonicas@st-monicas.co.uk)

## Our Intent, Implementation and Impact statement for Geography

**Intent:** Through the Geography Curriculum, children learn about the Earth's key physical and human processes whilst deepening their understanding of the interaction between physical and human processes and how this affects landscapes and environments. Geography learning goes beyond the acquisition of knowledge. It involves developing skills for Geography, including practical activities which focus on children gaining a sound understanding of the key human and physical features of their local environment whilst employing their developing fieldwork skills. Teaching will foster children's natural curiosity about the World and inspire curiosity and fascination about the World's people, places, resources and environments. Through their learning in Geography, children will be aware of their roles and responsibilities as global citizens.

**Implementation:** Geography units begin with a pre-assessment of current knowledge and vocabulary. Key vocabulary is identified for each unit taught as in the key vocabulary for each topic as above. These are explicitly taught during the learning sequence and teachers and pupils continually assess the understanding of these. Along with our progressive knowledge curriculum, geographical skills are consolidated and built upon through each unit and year group. Key areas of learning are revisited at the start of each unit within the pre-assessments, making clear links made to previous learning. This allows pupils to consolidate their knowledge and thus gain a broad and deep understanding of their given topic. Our Geography plans state progressive knowledge and skills to ensure a full coverage. Our plans are differentiated beyond the core knowledge listed above to provide for the learning needs of all learners and to ensure all learners, including SEND, Pupil Premium and high attainers, are challenged, including through cross curricular links. Classroom working walls reflect the learning journey of the class, highlighting key knowledge, skill development and target vocabulary. At the end of a unit, post-learning assessments provide an opportunity for pupils to demonstrate what they have learnt across their given topic and reflect upon and consolidate their learning. These also provide formative assessment for future learning in addition to the informal assessment which has taken place throughout the topics to close gaps, including with regard to previous learning.

**Impact:** Children are enthused about their Geography learning and are keen to extend this learning beyond the classroom. Children experience a wide-ranging number of learning challenges and develop the skills to be independent and critical thinkers. Children have knowledge about diverse places, people and environments and are competent in the geographical skills needed to analyse, interpret and communicate geographical information. Children of all abilities and backgrounds achieve well in Geography as measured throughout topics, including assessment as above and end of topic judgments, including about gaps in knowledge and skills filled. Children talk enthusiastically about their learning in Geography and are eager to further their learning in the next

stages of their education. Children's progress of learning is evident in their books. As our Year 6 pupils transition to secondary school, they will have developed a geographical mind of inquiry.

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
1	1	<p>“Local Geography”</p> <p>Physical Geography and geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them e.g. identify and describe difference between seasons</li> <li>• Explore the natural world around them</li> <li>• Identify the names of the 4 seasons e.g. identify the current season on a walk around school</li> <li>• Identify seasonal and daily weather patterns in the UK e.g. record weather patterns in Milton Keynes for a week</li> <li>• Label information from a simple map, including from a story initially and then around school</li> <li>• Interpret objects/landmarks on simple map e.g. labelling some features of the school from an aerial map</li> <li>• Records features of environments on a map</li> <li>• Explains what they can see on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Use observation skills to describe their environment and the changes that occur within it</li> <li>• Use simple fieldwork and observational skill to the study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations</li> </ul>	<p>weather</p> <p>cold</p> <p>hot</p> <p>windy</p> <p>rainy</p> <p>trees</p> <p>animals</p> <p>season</p> <p>change</p> <p>spring</p> <p>summer</p> <p>autumn</p> <p>winter.</p> <p>temperature</p> <p>thermometer</p> <p>map</p> <p>school grounds</p> <p>aerial view</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
1	2	"Place Knowledge" Place knowledge and geographical skills	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to the one in which they live.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Identify what land and sea is and on a map e.g. colour land and sea in different colours.</li> <li>• Name and locate on a map the four countries of the UK with support.</li> <li>• Compare the location of the four countries using geographical terms such as north and south</li> <li>• Name the capital cities of the UK countries with support</li> <li>• Locate the capital cities of the UK on a map with support</li> <li>• Talk about similarities and differences between other countries e.g. name another country in the World and talk about the climate and to name a county where dinosaur fossils have been found and design a dinosaur to live there</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Comment on images</li> <li>• Records features of environments on a map</li> <li>• Explains what they can see on a map</li> <li>• Use observation skills to describe their environment and the changes that occur within it</li> <li>• Use maps and atlases to locate countries and describe features</li> </ul>	land sea ocean World United Kingdom countries England Scotland Northern Ireland Wales map capital city London Dublin Edinburgh Cardiff dinosaur fossil

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
1	3	“Brave and Beautiful Me” Human and Physical Features	<ul style="list-style-type: none"> <li>• Understand what makes a human and physical feature and explain how they are different</li> <li>• Compare two locations discussing human and physical features</li> <li>• Identify and name features in their immediate environment using different resources</li> <li>• Locate key landmarks within the immediate environment e.g. school, home, the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map to locate the area they live in</li> <li>• Use drawings and pictures to identify human/physical features</li> <li>• Use directional language near, far, left and right when describing features</li> <li>• Interpret objects/landmarks using an aerial map</li> </ul>	Human feature Physical feature Beach Soil Cliff Coast Forest Hill Sea Ocean River Season City Town House Office Shop

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
2	1	<p>“Choccu – woccy-doohdah - Equator and Poles”</p> <p>Place Knowledge and Human and Physical Geography</p>	<ul style="list-style-type: none"> <li>• Know the terms North and South Pole and Equator and be able to discuss them using the language learnt e.g. use a globe to locate North Pole, South Pole and the Equator. Label North and South Poles and the Equator on a diagram. Write a sentence about the globe and what they have discovered</li> <li>• Know where these places are in the World and understand the reasons why they are hot and cold e.g. they are near the Equator or near the Poles</li> <li>• Know some features of these places and be able to name three hot and three cold countries e.g. Ghana</li> <li>• Compare the geography of Ghana and England/Milton Keynes</li> <li>• Explain through a presentation why a cocoa bean will grow in Ghana and not generally in England</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</li> <li>• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</li> <li>• Identify the human and physical features of the two localities studied</li> </ul>	<p>North Pole South Pole Equator globe imaginary half way point divide Hemisphere northern southern location ocean seasons high temperature tropical rainforest iceberg desert polar bears penguins</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
2	2	“Rocking all over the World” Place Knowledge and Human and Physical features.	<ul style="list-style-type: none"> <li>• Know that UK is made up of different countries, each having their own unique features.</li> <li>• Understand how they are similar and how they are different.</li> <li>• Describe the similarities and differences between the UK and a non-European country.</li> <li>• Know the capital cities of the UK.</li> <li>• Identify physical features of Grasmere e.g. draw a detailed picture of Grasmere including at physical features and label them using a word mat</li> <li>• Identify human features of Grasmere from images and write sentences about them</li> <li>• Identify some characteristics of Scotland e.g. answer key questions about Scotland using key vocabulary found in an information booklet.</li> <li>• Identify some characteristics of Wales e.g. make a ‘Visit Wales’ poster in pairs.</li> <li>• Identify the characteristics Northern Ireland e.g. use laptops and fact files to search and find information in order to answer given questions.</li> <li>• Contrast the UK with a non-European location – Abu Dhabi e.g. make an information leaflet about Abu Dhabi using words and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify the characteristics of the four countries and capital cities of the UK.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country - Grasmere and Abu Dhabi</li> <li>• Use an Atlas and maps to identify countries studied</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	country city England Scotland Wales Northern Ireland Belfast London Edinburgh Cardiff mountain loch valley coast castle fort lake bridge skyscraper desert



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2	3	<p>"Magical map makers"</p> <p>Place</p> <p>Knowledge, Human and Physical Geography and geographical skills</p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features of the local area</li> <li>• Compare different types of map</li> <li>• Explain a range of key features of maps</li> <li>• Draw a simple sketch map of the school and local area.</li> <li>• Use compass directions to describe how to move around a map</li> <li>• Plan a route using key vocabulary, positional and directional language</li> <li>• Identify a range of map symbols and keys e.g. walk around local area, children to create own map, noting which are human/physical features and create a 3D map</li> <li>• Compare aerial and ground level view photographs e.g. of central Milton Keynes, including Centre:MK, Xscape and Stadium MK</li> <li>• Understand and use plan perspectives e.g. of the classroom</li> <li>• Use an Atlas to locate a range of countries, capital cities in the UK and the World</li> <li>• Use an Atlas to locate the continents and major oceans</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use fieldwork in the local area/close proximity to the school</li> <li>• 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.</li> <li>• 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</li> <li>• Use World maps, Atlases and globes to identify the continents, countries and oceans in our world.</li> </ul>	<p>map</p> <p>plan perspective</p> <p>sketch map</p> <p>key</p> <p>symbol</p> <p>compass</p> <p>compass rose</p> <p>map symbol</p> <p>Ordnance Survey</p> <p>route</p> <p>compass</p> <p>human features</p> <p>physical features</p> <p>area</p> <p>aerial view</p> <p>globe</p> <p>Atlas</p> <p>countries</p> <p>continent</p> <p>ocean</p> <p>fieldwork</p> <p>observe</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
3	1	<p>“Sail away with me”</p> <p>Locational knowledge, human and physical geography and geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>• Identify the main oceans and some UK and World rivers e.g. Thames, Severn, Trent, Ouse, Tay, Nene and Nile, Amazon, Ganges, Yangtze and Mississippi</li> <li>• Draw a diagram showing parts of a river e.g. meander, mouth, stream, channel, valley</li> <li>• Know some features of canals</li> <li>• Understand the change in use of canals over time and issues this may have, including environmental e.g. write a postcard about visits to the canal, one for 1900 and another for current day</li> <li>• Local area walk to the Canal e.g. writing up observations, including through photographs and sketch maps</li> <li>• Ask and answer questions about the use of waterways</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including rivers and canals</li> <li>• Describe and understand key aspects of human geography, including land and water use</li> <li>• Use fieldwork to observe measure and record human and physical features in the local area using a range of methods e.g. digital photographs, sketch maps and writing up those observations</li> </ul>	<p>oceans</p> <p>rivers</p> <p>canals</p> <p>natural</p> <p>man-made,</p> <p>waterway</p> <p>cargo,</p> <p>lock</p> <p>meander</p> <p>mouth</p> <p>stream</p> <p>channel</p> <p>Atlas</p> <p>map</p> <p>tourism</p> <p>transport</p> <p>pollution</p> <p>fines</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
3	2	"Places around the World" Locational and Place Knowledge, human and physical geography and geographical skills	<ul style="list-style-type: none"> <li>• Identify the continents, the oceans, the North and South poles e.g. to identify and locate them using an Atlas</li> <li>• Know the position and significance of the Equator, the Northern and Southern Hemisphere, the Tropic of Cancer and the Tropic of Capricorn e.g. to label them on a map</li> <li>• Identify some countries in Europe, including Russia</li> <li>• Understand and know where to find some World landmarks e.g. to locate, find out information about and draw the landmark</li> <li>• Use the 8 points of a compass to identify items and positions on a map</li> <li>• Create a plan using keys, symbols and labels</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, Atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia</li> <li>• Identify the key physical and human characteristics, countries and major cities e.g. landmarks</li> <li>• Know the position and significance of the Equator, the Northern and Southern Hemisphere, the Tropic of Cancer and the Tropic of Capricorn</li> <li>• Understand the 8 compass points and use them to explain/identify points on a map</li> <li>• Fieldwork project: Plan a tour plan of the school and the main geographical features you would see identified, with a key</li> </ul>	Continent, Oceans Equator Hemispheres Poles Tropics Atlas Globe Europe Russia landmarks, compass compass points key landmarks - Eiffel Tower, Empire State Building, Big Ben, man-made, Great Wall of China, Taj Mahal, Pyramids

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
3	3	<p>“Location, location, location.” Climate and a local study</p> <p>Locational knowledge, human and physical geography and fieldwork</p>	<ul style="list-style-type: none"> <li>• Be able to define the climate zones, particularly Mediterranean, temperate and polar that relate to Europe e.g. complete a table and provide a definition for each</li> <li>• Explain what weather might be link in the three climate zones they have studied.</li> <li>• Identify some natural features of Europe (Pyrenees, Alps, Rhine, Mount Vesuvius) Answer questions about European features the Pyrenees and Alps as features of Europe</li> <li>• Know about local land use related to the survey carried out e.g. undertake in a group an environmental study on a topic, including litter, land use, cars (size, colour), buses, green spaces, people -take photographs and record observations.</li> <li>• Work in a group to present the information from their environmental survey</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including climate zones, volcanoes and mountains</li> <li>• Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources including water</li> <li>• Use maps, Atlases, globes and locate countries and features described</li> <li>• Use fieldwork to observe measure and record human features in the local area</li> </ul>	<p>land use residential business survey observations findings environment transport climate polar temperate tropical arid Mediterranean mountains volcano</p>

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4	1	<p>"Rock and Roll" Volcanoes and comparing the UK and another country</p> <p>Locational knowledge, place knowledge and geographical skills</p>	<ul style="list-style-type: none"> <li>Describe the layers of the Earth</li> <li>Use four figure grid references to locate volcanoes and earthquakes around the World</li> <li>Label the inside of a volcano and describe what happens in them</li> <li>Understand the different types of volcano</li> <li>Identify the positive and negative impacts a volcano has on the surrounding area e.g. comparing Milton Keynes to Hawaii. Positives including tourist attractions which bring in money, volcanic ash is a natural fertiliser for growing crops, geothermal energy is generated. Negatives including dangerous, kill people, damage to property, economic impact and natural habitats, animals and plants are destroyed.</li> <li>Explain what people do to protect themselves from earthquakes and design and create an earthquake proof structure.</li> <li>Create a volcano survival kit</li> <li>Design and build a model volcano</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences in physical geography between a region of the UK and another country</li> <li>Compare a region of the UK with a volcanic region e.g. identify similarities and differences between that region and Milton Keynes.</li> <li>Identify where some of these topographical features are on a World map.</li> <li>Understand 4 figure grid references to build their knowledge of the UK and the wider World.</li> <li>Describe and understand key aspects of physical geography e.g. volcanoes.</li> <li>Use recognised symbols to mark out local areas of interest on own maps</li> </ul>	<p>surface crust mantle core Ring of Fire grid references magma chamber conduit lava vent eruption cloud epicentre hypocentre fault line tectonic plate foundations x-shape supports shock absorbers shutters sprinkler system</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
4	2	<p>“The New World” Comparing the UK to South America</p> <p>Place knowledge, physical geography and fieldwork</p>	<ul style="list-style-type: none"> <li>• Understand some differences between countries in the Northern and Southern hemispheres</li> <li>• Use Atlases to locate some countries, capitals and oceans of South America (from Brazil, French Guiana, Suriname, Guyana, Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile, Paraguay, Argentina, Uruguay)</li> <li>• Compare physical features of a South American country and the UK</li> <li>• Understand the term climate zones and identify them</li> <li>• Record the weather and temperatures (using a thermometer) in Milton Keynes and present as a bar graph</li> <li>• Compare the MK data to a weather report from Rio De Janeiro, Brazil</li> <li>• Understand what global warming is and use resources provided to explain how it affects Brazil</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some geographical similarities and differences between the Northern and Southern hemisphere</li> <li>• Understand the term ‘climate zones’ and identify some differing ones</li> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate some countries, mountain ranges, capitals and oceans of South America.</li> <li>• Use fieldwork to observe, measure and record</li> <li>• Choose effective recording and presentation methods e.g. tables to collect data, bar graphs to present</li> </ul>	<p>compare data analysis weather patterns Northern Hemisphere Southern Hemisphere Equator locate</p> <p>continent physical feature coastline river mountain</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
4	3	<p>"I'm a pupil; get me out of here." Biomes</p> <p>Locational knowledge, place knowledge, physical geography and geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>Understand some differences between countries in the Northern and Southern hemispheres</li> <li>Understand the term climate zones and identify them</li> <li>Identify and name biomes on a map and explain the differences between them</li> <li>Label the Northern and Southern hemispheres, The Equator and the Tropics (recap of previous learning)</li> <li>Label two rainforests</li> <li>Explain which building would be best in each biome and why by looking at pictures e.g. design a home for rainforest, savannah and tundra, label and explain why features have been chosen; create an advert in the form of a poster for a holiday to a savannah biome – focus on weather, animals and plant life</li> <li>Gather data about a question and draw conclusions from the data of the survey e.g. compare our trees in school to tree types in a rainforest</li> <li>Write a diary entry regarding a journey through a rainforest</li> </ul>	<ul style="list-style-type: none"> <li>Understand some geographical similarities and differences between the Northern and Southern hemisphere</li> <li>Describe and understand key aspects of physical geography, including: climate zones and biomes. A biome is a large region of Earth that has a certain climate and certain types of living things. Types are: Tundra, Desert, Grassland, and Tropical Rain Forest.</li> <li>Use maps, Atlases and globes to locate countries and describe features studied</li> <li>Use fieldwork to observe and record physical features</li> </ul>	<p>weather climate hemisphere poles equator zones Mediterranean desert temperate season tropical deciduous temperature biomes rainforests woodlands tundra savannah grasslands data data analysis survey</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
5	1	"Mexico" A South American country Place knowledge Human and Physical geography and geographical skills	<ul style="list-style-type: none"> <li>• Locate independently Mexico and surrounding areas on a map and a globe</li> <li>• Understand and compare some of the human and physical features of Mexico and the UK</li> <li>• Know about the weather and climate of Mexico e.g. draw and interpret a line graph regarding temperature and answer questions</li> <li>• Write a letter about one geographical area in Mexico expressing opinions about the location.</li> <li>• Know about festivals, sport and food in Mexico.</li> <li>• Know about Mexico as a tourism destination e.g. choosing activities for tourists to Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, Atlases, globes and digital/computer mapping (Google Earth) to locate countries</li> <li>• Use grid references to read maps</li> <li>• Identify key aspects of human geography e.g. largest urban areas in Mexico, tourism</li> <li>• Compare for similarities in human and physical geography a region within the UK and a region in South America</li> <li>• Use knowledge about key environmental regions, key physical and human characteristics</li> </ul>	compare contrast natural manmade Caribbean, Pacific Ocean, Atlantic Ocean, Gulf of Mexico population Climate Zone Equator physical map coast hurricane landscape river mouth Rio Grande, Sierra Madre, Lacandon Jungle, Habitats, Regions, Popocatepetl culture research human geography environment piniata tourist destination Opinions persuade



Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
5	3	<p>"Milton Keynes OK" Comparing MK to other places</p> <p>Place knowledge, human and physical geography and geographical skills</p>	<ul style="list-style-type: none"> <li>• Explain how land use has changed in Milton Keynes over the past 50 years</li> <li>• Use 4/6 grid references to locate features on an Ordnance Survey map</li> <li>• Identify features on a canal visit and contrast them with the features of a river</li> <li>• Compare the use of canals in the past and present</li> <li>• Compare the physical features of Milton Keynes and Portrush in Northern Ireland using symbols on a map</li> <li>• Compare the human characteristics of Milton Keynes, Portrush in Northern Ireland using symbols on a map e.g. look at the town of Portrush to see which facilities they have compared to MK</li> <li>• Locate 3 towns in the UK and compare the physical and human features at the locations and compare to MK</li> <li>• Locate some countries in Africa concentrating on Lagos and the Kenya Plains using a map and globe e.g. identify differences in land use and write a tourist booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time</li> <li>• Describe and understand key aspects of human geography including use of water</li> <li>• Use maps, Atlases and globes to locate places</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods</li> </ul>	<p>land use settlements key symbols agriculture commercial industrial canal lock barge river bank grid references coast Giant's Causeway compare contrast Promenade High Street fishing amusements shopping centre sports arenas</p>

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6	1	<p>“South America”</p> <p>Locational knowledge, human and physical geography and geographical skills</p>	<ul style="list-style-type: none"> <li>• Locate South America on the map and recall key countries Understand the different climates in South America e.g. answer questions using key vocabulary, based on climate maps, and notice patterns of climate zones across the World</li> <li>• Have an understanding of the terms ‘population’ and ‘life expectancy’ and make links</li> <li>• Locate a country in South America and list and describe human and physical features</li> <li>• Understand that the Earth is made up of different layers and how mountains are formed e.g. draw and label a cross section of the earth and write an explanation for how mountains are formed, mentioning tectonic plates</li> <li>• Know that South America has mountains e.g. use an Atlas to help locate major mountain ranges</li> <li>• Understand some of features of human geography of South America e.g. organise countries by population size, life expectancy and size of capital cities and identify some main languages of South America</li> <li>• Understand some of the causes and the impact of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>• On a World map, locate the main countries in South America</li> <li>• Identify some main environmental regions, key physical and human characteristics, and major cities</li> <li>• Understand geographical similarities and differences through the study of the human and physical geography of a region within South America</li> <li>• Understand key aspects of human geography including land use, economic activity and the distribution of natural resources</li> <li>• Use maps, atlases, globes and computer mapping to locate countries and describe features studied</li> </ul>	<p>humid tropical temperate arid highland ice cap tundra tectonic plates upper mantle crust Earth lower mantle outer core inner core volcano mountain deforestation cause impact environmental</p>

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6	3		<ul style="list-style-type: none"> <li>• Collect data on traffic on the roads in local area</li> <li>• Create a graph to collate data and come to a conclusion</li> <li>• Observe local traffic patterns e.g. identify and compare roads and areas of high traffic flow, including looking at maps, identifying and explaining the different road types</li> <li>• Locate, using grid references, names of roads and key human and physical features of the town</li> <li>• Identify different road types and use and record 6 figure grid references</li> <li>• To understand the causes and effects of air pollution e.g. create a poster explaining the causes and effects of air pollution</li> <li>• Explore solutions in local area to reduce pollution e.g. debate reasons for and against walking to school, research how the bus services and Redways work in our local area and discuss ways that these could be improved so that more people use them and write a letter to our local MP regarding pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of human geography, including land use</li> <li>• Use 6 figure grid references.</li> <li>• Fieldwork/ traffic survey - undertake a traffic survey of the local main roads - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems and varying needs of different users</li> <li>• Collate the data collected and record it using data handling software to produce graphs and charts of the results</li> <li>• Communicate results, including to</li> </ul>	Predict dual carriageway Redway pedestrian traffic patterns observe compare contrast axis conclusion global warming ozone layer respiratory problems pollution natural causes danger volcanoes sand storms humans emissions gases bus services car share walking buses