



The Big Ideas For Geography

Key Concepts

1. Space, place and scale

S1: Understand that the world is divided into continents, countries, and sub-country areas as well as bodies of water.

S2: Understand and create maps of different scales (local, national, global), and for different purposes (sketch, topographical, biome, population density).

S3: Understand that human activity takes place across different scales, local, national, regional and global.

2. Human and physical processes

H1: Understand that geography encompasses both human and physical features, and identify them.

H2: Understand that geography encompasses both human processes (migration, trade) and physical processes (plate tectonics, oxbow lake formation)

H3: Human geography is shaped by physical geography.

3. Interdependence and patterns

I1: Understand that human and physical processes affect the natural environment in a number of ways.

I2: Understand that human and physical processes change over time.

FOUNDATION STAGE

| EYFS: Where do we live? | |
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| Development Matters Objectives | Key Knowledge and vocabulary |
| <p>Reception</p> <ul style="list-style-type: none"> ● Draw information from a simple map. ● Describe what they see, hear and feel outside. ● Recognise some environments that are different to the one in which they live. <p>ELG</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps. | <p><u>Big Ideas</u> Our homes, the local environment</p> <p><u>New Learning and Vocabulary</u></p> <p>Key Vocabulary- Bungalow, flat,terrace, semi-detached, map Know where I live, name of street and door number Know what I see on my way to school and able to talk about it Know if my house is a Bungalow, flat, terraced, detached or semi-detached house. Know some directional language when talking about my route to school including left, right, forwards, straight, backwards. Know what they can find in their local area - shops, houses, park etc. Know that local means near to where you live. Know that Walton is and area of a city called Peterborough Know that they live in the country of England Know that a map is a drawing of an area from above (as if a bird was flying over and looking down - this is known as a bird's eye view)</p> <p><u>Learning through play</u> Making maps, going on a local area walk, building houses out of a variety of materials (link to 3 little pigs story), using beebots, using positional language, making toy compasses</p> |

| EYFS: Polar Regions | |
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| Development Matters Objectives | Key Knowledge and vocabulary |
| <p>3- 4 Years</p> <ul style="list-style-type: none"> ● Talk about what they see using a wide vocabulary ● Begin to understand the need to respect and care for the natural environment. ● Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. <p>Reception</p> | <p><u>Big Ideas</u> Snowy regions, the arctic and antarctic Polar animals Climate</p> <p><u>New Learning and vocabulary</u></p> <p>Key Vocabulary- Icicle, Polar, Igloo, Inuits, Husky Know that the world is split into 2 hemispheres. The two hemispheres are split by an imaginary line called the equator. The closer you are to the equator, the hotter the temperature</p> |

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| <ul style="list-style-type: none"> ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Recognises some similarities and differences between life in this country and life in other countries. <p>ELG</p> <ul style="list-style-type: none"> ● 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>The further away you are to the equator the colder the temperature Know that the Polar regions are the furthest away from the Equator Know that this means they are very cold and covered in ice for most if not all of the year Know that these animals live in the Arctic- Arctic fox, Polar Bear, Arctic Hare, Walrus Know that these animals live in the Antarctic- Penguins, Leopard seal, Blue Whale, Orca whale Know that you would have to wear protective clothing in such a cold climate Know that the Inuit are an indigenous people of the Arctic Know that in the past Inuit lived in Igloos in winter Know that igloo is a house made from blocks of snow and ice</p> <p><u>Learning through play</u> Exploring globes and non fiction texts, arctic animal small world, building with “ice” blocks (blocks wrapped in white paper), exploring colours linked to the different climates-cold colours. Packing a suitcase with suitable clothes</p> |
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| EYFS: Safari | |
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| Development Matters Objectives | Key Knowledge and vocabulary |
| <p>3- 4 Years</p> <ul style="list-style-type: none"> ● Talk about what they see using a wide vocabulary ● Begin to understand the need to respect and care for the natural environment. ● Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> ● Recognise some environments that are different to the one in which they live. ● Understand the effect of changing seasons on the natural world around them. ● Recognises some similarities and differences between life in this country and life in other countries. <p>ELG</p> | <p><u>Big Ideas</u> Climate, africa, comparing</p> <p><u>New Learning and Vocabulary</u> Key Vocabulary- Savannah, plain, safari, desert, humid</p> <p>Know that the world is split into 2 hemispheres. The two hemispheres are split by an imaginary line called the equator. The closer you are to the equator, the hotter the temperature The further away you are to the equator the colder the temperature To know that Africa sits on the equator so parts of it are very hot To know the following animals live in the wild in Africa- Elephant, giraffe, Know that homes in some parts of Africa may look different to the houses we live in Know that traditional African clothes often have bright, bold patterns</p> <p><u>Learning through play</u> Exploring globes and non fiction texts, safari animal small world, exploring colours linked to the different climates-warm colours, explorers role play. Packing a suitcase with suitable clothes</p> |

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| <ul style="list-style-type: none"> 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. | |
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| EYFS: At the seaside | |
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| Development Matters Objectives | Key Knowledge and vocabulary |
| 3- 4 Years <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary Begin to understand the need to respect and care for the natural environment. Reception <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Recognises some similarities and differences between life in this country and life in other countries. ELG <ul style="list-style-type: none"> 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. | <u>Big Ideas</u> Climate, pollution, comparing <u>New Learning and Vocabulary</u> Key Vocabulary- Promenade, deckchair, parasol Know that the seaside is on the coast. Know that there is often a beach and always some sea. Know that the beach is made of sand. Know that people like to go on holiday or enjoy days out at the seaside. Know some of the activities that you can do at the seaside including sunbathing, building sandcastles, paddling in the sea, flying kites, rock pooling, eating fish and chips and ice cream and enjoying rides and shows such as Punch and Judy. <u>Learning through play</u> Exploring globes and non fiction texts, pictures and videos of the seaside, sharing children experiences, playing with sand and water, building sandcastles etc |

| EYFS: Save our planet | |
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| Development Matters Objectives | Key Knowledge and vocabulary |
| 3- 4 Years <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary Begin to understand the need to respect and care for the natural environment. Reception | <u>Big Ideas</u> Climate, pollution, comparing, recycling <u>New Learning and Vocabulary</u> Save the planet Key Vocabulary- Recycle, Reduce, Environment, Reuse |

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| <ul style="list-style-type: none"> ● Recognise some environments that are different to the one in which they live. ● Recognises some similarities and differences between life in this country and life in other countries. <p>ELG</p> <ul style="list-style-type: none"> ● 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>Know that it is important for us to look after our environment and the wider world. Know that we can help by doing the following -</p> <ul style="list-style-type: none"> ● Not throwing litter on the floor ● Not wasting water - turning taps off after use or while brushing teeth ● Not wasting electricity ● Looking after animals and providing them with places to live ● Help to recycle - putting the correct rubbish in the correct bins ● Reuse plastic bags ● Use plastic water bottles many times (compared to throwing them away after one use) <p>Learn the phrase 'Reduce - Reuse - Recycle'</p> <p>Know that reduce means not using as much of something as you might normally do Know that reuse means to use things again and again rather than throwing away Know that recycle means to turn one thing into another Know that we can recycle lots of things made with glass, plastic and paper. Know the recycle symbol. Know how to find the recycle symbol on a range of products Sometimes small pieces of plastic go into the sea and animals eat them and can become ill and die. Know that it is our responsibility to look after the planet and the animals and plants that live on it.</p> <p><u>Learning through play</u> Exploring globes and non fiction texts, pictures and videos about recycling, using recycled materials to make models, sorting materials that can or cannot be recycled.</p> |
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| Year 1 Autumn Term - Our Local Area | |
| These objectives were met before in year N/A | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key human and physical features. To use simple fieldwork and observational skills to study the geography of their school and its grounds. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p>Big Questions</p> <ol style="list-style-type: none"> What different areas can you identify within the school? NTE: What different areas can you find within the school? Can you create a simple map of the school? How can you describe where something is using locational knowledge? NTE: How can you describe where something is? What features did you observe in our local area? NTE: What features did you see in our local area? Can you locate key features from our local area? Can you answer questions relating to our local area? | <p>Big Ideas</p> <ul style="list-style-type: none"> S1: Placing Peterborough in national, global context. H1: Identifying human and physical features of the local area. I1: Understand we affect the natural environment through activities e.g. littering and pollution. <p>Revision</p> <ul style="list-style-type: none"> N/A <p>New Learning and Vocabulary</p> <p>Vocabulary: Peterborough, city, river, vegetation, roads, houses, shops, offices, transport, landmarks, construction, pollution, local, national, global, littering, UK, Europe, human geography, physical geography, factory, warehouse, church, school</p> <ul style="list-style-type: none"> Understand that our school is in Peterborough, and place our city within national and global context. Identify key features human and physical features of the local area. Identify ways in which human activity affected the local environment (littering, road pollution and construction). Go on a local visit/walk and photograph key human and physical features as well as the impact of human activity. Identify key features of the local area using aerial photographs. |

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| Year 1 Spring Term - The UK | |
| These objectives were met before in year N/A | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom | <p>Big Ideas</p> <ul style="list-style-type: none"> S1: Identifying the UK, the home countries and their capital cities. H1: Identify human and physical features of the UK. |

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| <ul style="list-style-type: none"> ● To use world maps, atlases and globes to identify the United Kingdom and its countries. ● To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features <p>Big questions</p> <ul style="list-style-type: none"> ● What are the four countries and capital cities of the United Kingdom? ● What are the four bodies of water that surround the UK? ● What are the physical features of the four countries in the UK? ● Can you locate the physical features of the UK on a map? NTE: Can you find the mountains, rivers and seas on a map? ● What physical features are there in Peterborough? ● What have you learnt about the UK? (Assessment) | <ul style="list-style-type: none"> ● H3: Locate major cities in relation to physical geography. <p><u>Revision</u></p> <ul style="list-style-type: none"> ● <u>Year 1 (Autumn term)</u>: <ul style="list-style-type: none"> ○ S1: Placing Peterborough in national, global context. ○ H1: Identifying human and physical features of the local area. ○ I1: Understand we affect the natural environment through activities such as littering, pollution and construction. <p><u>New Learning and Vocabulary</u></p> <p>Locate, England, Wales, Scotland, Northern Ireland, English Channel, Atlantic Ocean, coast, cultural diversity, population,</p> <ul style="list-style-type: none"> ● The UK is split into England, Wales, Scotland and Northern Ireland, their capital cities are: London, Cardiff, Edinburgh and Belfast. ● Locate the seas surrounding the UK. ● The UK is an island nation, our national borders are dictated by the Atlantic Ocean. ● Use aerial photographs and atlases to identify key geographic features such as rivers, mountains, lakes, coasts, cities etc ... ● Locate major cities of the UK and discuss their proximity to coastal areas and major rivers. Discuss reasons for this. ● Using our school as context, discuss that the UK is a diverse nation with many different beliefs, ethnic groups and cultures. Locate examples of diversity (Gurdwara, Mosque etc ... in Peterborough.), |
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| Year 1 Summer Term - UK and Brazil | |
| These objectives were met before in year N/A | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> ● To 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 | <p><u>Big Ideas</u></p> <ul style="list-style-type: none"> ● S1: identify the continent of South America and the location of Brazil within it. Identifying the UK, Brazil and their capital cities ● H1: Identify key human and physical features of Brazil. |

- To use basic geographical vocabulary to refer to key human and physical features
- To use world maps, atlases and globes

Big Questions

1. Where is Brazil in comparison to the UK? **NTE: Where is Brazil?**
2. Can you name the key landmarks in Brazil? **NTE: What are the key landmarks in Brazil?**
3. What do you know about the Amazon rainforest?
4. How does the weather in Brazil compare to the weather in the UK? **NTE: How is the weather in Brazil different to the UK?**
5. What is life like for people in Brazil?
6. What have you learned about Brazil?

Revision

- Year 1
 - **S1:** Identifying the UK, the home countries and their capital cities.
 - **H1:** Identify human and physical features of the UK.
 - **H3:** Locate major cities in relation to physical geography.

New Learning and Vocabulary

- Brazil is a country, the capital is Brasilia.
- Brazil a country in the continent of South America.
- Brazil has key landmarks , such as Christ the Redeemer, Sugar Loaf Mountain and Copacabana Beach.
- The Amazon rainforest and Amazon River are in Brazil.
- The weather in the Amazon rainforest is hot , humid and it rains a lot. The fact that Brazil is near the equator causes extreme weather.
- Brazilian's celebrate the carnival.
- Rio is home to both the very rich and the very poor. Very poor people might live in favelas.

Year 2 Autumn Term - Making Maps

These objectives were met before in year 1

National Curriculum Objectives

- To 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.
- To 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.
- devise a simple map

Big Questions

1. Why do we need maps?
2. Which human and physical features can we identify on a local walk? **NTE: What things can we see on our walk?**
3. Can you create a sketch map of our local area?
4. What is an aerial view? **NTE: What is a birds eye view?**
5. How can we use the points of a compass to locate different places and features? **NTE: Can you use a compass to find places?**
6. What are the features of the local area? Assessment **NTE: What do we have in our local area?**

Key Knowledge and vocabulary

Big Ideas

- **S2**: Create simple grid reference sketch maps of school using symbols for things such as classrooms, storage rooms, offices etc ...)
- **S2**: Look at OS maps and simple maps of Peterborough.
- **S2**: Understand the four points of the compass.
- **H1**: Plot in human features and geographic features (trees, the field etc ...).

Revision

Year 1

- **H1**: Identifying human and physical features of the local area.
- **L1**: Understand we affect the natural environment through activities such as littering, pollution and construction.

New Learning and Vocabulary

Compass, north, south, east, west, north east, north west, south east, south west, grid reference, key, route, symbol

- Analyse a range of geographical maps - street, atlas, ordnance survey
- Become with familiar with grid reference maps and simple OS symbols.
- Identify the eight points of the compass.
- Produce grid reference sketch map of school grounds including symbols and a key.

Year 2 Spring Term - Seven Continents and Five Oceans

These objectives were met before in year 1

National Curriculum Objectives

- To name and locate the world's 7 continents and 5 oceans
- To 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
- To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Big Questions

1. Where are we within the world?
2. What countries make up the UK?
3. What are the 7 continents?
4. What are the 5 Oceans?
5. Where are we from?
6. Where are the 7 continents and the 5 Oceans? (assessment)

Key Knowledge and vocabulary

Big Ideas

- **S1:** Understand that the world is divided into continents, countries, and sub-country areas.

Revision

- Year 1
 - **S1:** Identifying the UK, the home countries and their capital cities.
 - **H1:** Identify human and physical features of the UK.
 - **H3:** Locate major cities in relation to physical geography.

New Learning and Vocabulary

continent, Europe, North America, South America, Asia, Australia, Africa, ,Antarctica, Atlantic, Pacific, Indian, Arctic, Southern, North Pole, South Pole

- Analyse world map and locate the major continents and the oceans
- Locate the key countries in each continent.
- Major spoken language map - link to language of the month.
- Identify hot and cold areas and their relation to the equator. Equator close to sun - model simply. Poles at the top and bottom of Earth.

Year 2 Summer Term - Peterborough v Alaska

These objectives were met before in year 1

National Curriculum Objectives

- To 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 country.

Big Questions

- How far away is Alaska from Peterborough?
- How does the climate in Alaska differ from Peterborough? **NTE: What is the climate like in Alaska?**
- What does Alaska look like compared to Peterborough? **NTE: What does Alaska look like?**
- What is life like for the people of Alaska?
- Why can't we see the Northern Lights in Peterborough?
- How is Peterborough different from Alaska?

Key Knowledge and vocabulary

Big Ideas

- S1:** Understand that the world is divided into continents, countries, and sub-country areas.
- H1:** key physical and human features of Alaska
- H3:** Locate Juneau in relation to Alaska
- I1:** Identify different traditions and beliefs in Alaska.
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Revision

- S1:** Placing Peterborough in national, global context.
- H1:** Identifying human and physical features of the local area.

New Learning and Vocabulary

Inuit, Northern lights, tundra, glacier, Mount Denali, climate, state, Poles, population

- Alaska is close to the North Pole and has a cold climate.
- Alaska is the largest state in the United States of America. Peterborough is a city in England.
- The capital city of Alaska is Juneau.
- The Northern Lights can be seen in Alaska but not in Peterborough
- Alaska is home to many mountains but Peterborough is very flat.
- For roughly 2 months of the year, Alaska has daylight for 24 hours of the day.

Year 3 Autumn Term - Settlements

These objectives were met before in year 1 and 2

National Curriculum Objectives

- To describe and understand key aspects of 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.
- To 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.
- To 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.
- sketch maps

Big Questions

1. What is a settlement?
2. What did early settlers need?
3. What evidence is there to tell us how old a settlement is? **NTE: How do we know how old a settlement is?**
4. How is land used in settlements?
5. How are settlements linked? **NTE: How can we get from one settlement to another?**
6. If you were an early settler, where would you settle and why?

Key Knowledge and vocabulary

Big Ideas

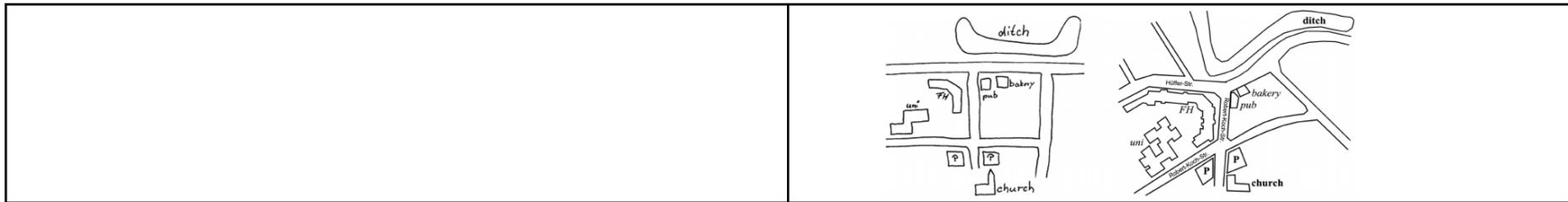
- **S2**: Use OS maps to plot routes between Discovery and different Peterborough landmarks (Queensgate, Ferry Meadows, Cathedral etc ...)
- **S2**: Create sketch maps of the land use areas of the areas surrounding school.
- **H1**: Using OS maps and aerial photographs, identify 'land use zones' of the local area.
- **I1**: Identify different land uses (residential, commercial, industrial, agricultural etc ...)
- **I2**: How has land use changed over time?

Revision

- Year 2
 - **S2**: Create simple grid reference sketch maps of school using symbols for things such as classrooms, storage rooms, offices etc ...)
 - **S2**: Look at OS maps and simple maps of Peterborough.
 - **S2**: Understand the eight points of the compass.
 - **H1**: Plot in human features and geographic features (trees, the field etc ...).
 - **I1**: Understand that human and physical processes affect the natural environment in a number of ways.

New Learning and Vocabulary

- Identify different uses of land (residential, industrial, retail, schools, hospitals, transport, agricultural)
- Using aerial photographs, identify different uses of land within Peterborough.
- Use street maps of Peterborough to plot routes from the school to different Peterborough landmarks (Queensgate, Ferry Meadows etc ...)
- Create sketch maps of the areas immediately surrounding the school.



| Year 3 Spring Term - Extreme Weather (Hurricanes and Tornadoes) | |
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| These objectives were met before in year 1 | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> To 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Big Questions</p> <ol style="list-style-type: none"> What is weather? How can we measure the weather? What are clouds and how are they formed? NTE: How are clouds made? What is extreme weather? Can I compare weather? How is the weather different in the world? How is climate change affecting the weather? NTE: What is climate change? | <p>Big Ideas</p> <ul style="list-style-type: none"> H1: Understand that extreme weather is a physical geographic process. H2: Understand that weather patterns change and can be measured. I1: Understand the impact of extreme weather on both the natural environment (loss of habitat etc ...), and human life (loss of life, widespread devastation, economic impact). I1: Understand the extreme weather conditions frequency is increasing due to climate change. <p>Revision</p> <ul style="list-style-type: none"> Year 2 <ul style="list-style-type: none"> I1: Understand that human and physical processes affect the natural environment in a number of ways. <p>New Learning and Vocabulary</p> <ul style="list-style-type: none"> |

| Year 3 Summer Term - UK v Egypt | |
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| These objectives were met before in year 1 and 2 | |
| National Curriculum Objectives | Key Knowledge and vocabulary |

- To 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.

Big Questions

1. Where in the world is Egypt?
2. What are the Thames and the Nile, and why are they important?
3. What are the key cities in Egypt and the UK?
4. What effects have humans had on the natural landscape? **NTE: How did humans change the land?**
5. Which languages are spoken in Egypt and what are the key festivals and traditions?
6. What are the similarities and differences between the UK and Egypt?

Big Ideas

- **S1**: Understand that the world is divided into continents, countries, and sub-country areas.
- **H1**: key physical and human features of Egypt
- **H3**: Discuss key cities in Egypt and their location in reference to the Nile
- **I1**: Understand the effects that humans have had on the natural landscape of Egypt.

Revision

- Year 1
 - **S1**: Identifying the UK, the home countries and their capital cities.
 - **H1**: Identify human and physical features of the UK.
 - **H3**: Locate major cities in relation to physical geography.

New Learning and Vocabulary

Egypt, population, Nile, climate, economy, natural resources, equator

- Locate Egypt on a map and identify key human and physical features.
- Discuss arabic language
- Compare land use, climate, population between Egypt and UK.
- Identify key festivals and traditions

Year 4 Autumn Term - Rivers and the Water Cycle

These objectives were met before in year 1, 2 and 3

National Curriculum Objectives

- To describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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
- To 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.
- Sketch Maps

Big questions

1. What is the water cycle?
2. What are the characteristics of a river?
3. What happens when a river floods?
4. What is the journey of the River Nene?
5. Where are the major rivers of the world?

Key Knowledge and vocabulary

Big Ideas

- **S2:** Understand and use a topographical map.
- **H1:** Understand that geography encompasses both human and physical features and identify these in relation to a river.
- **H2:** Understand that rivers can assist with trade and be able to identify river processes.
- **H3:** Understand that human geography is often shaped by the location of a river.
- **I1:** Understand how humans have had an effect on a river's natural course

Revision

- Year 2
 - **I1:** Understand that human and physical processes affect the natural environment in a number of ways.
- Year 4
 - **H3:** Discuss key cities in Egypt and their location in reference to the Nile

New Learning and Vocabulary

river channel, floodplain, oxbow lake, source, estuary, river bed, river bank, current, tributary, confluence, mouth, precipitation, sediment, upstream, downstream

- Locate major Rivers of the world on a map - Thames, Rhine, Nile, Amazon, Ganges etc
- Journey of a river from source to sea including key vocabulary.
- Create a topographical map of Peterborough to highlight river channels
- Effects of flooding on a local and national scale.

Year 4 Spring Term - Energy and Sustainability

These objectives were met before in year 3

National Curriculum Objectives

- To describe and understand key aspects of 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.

Big questions

- What is renewable energy?
- Why do we need to live sustainably? **NTE: Why do we need to take care of the planet?**
- What are our natural resources and where does our energy come from?
- What is the impact of oil on the impact? **NTE: What does oil do to the planet?**
- What is climate change and why do we need to change our energy use? **NTE: What can we do at home and school to help save the planet?**

Key Knowledge and vocabulary

Key Concepts

Human and Physical
Interdependence and patterns

Big Ideas

- H3:** Type of renewable energy used is dependent on physical environment.
- I1:** Understand the human effects on the planet and why we need sustainability.

Revision

- Year 3**
 - I1:** Understand the hurricane frequency is increasing due to global warming.

New Learning and Vocabulary

Big Questions

What is renewable energy?

Identify and discuss fossil fuels and renewable energy and the effect of these on the local environment - positive and negative.

Vocab: renewable energy, non-renewable energy, wind energy, solar power, hydropower, fossil fuels, geothermal energy

Why do we need to live sustainably?

Discuss types of sustainability - environment, economic and social - and why it is important. Discuss how this differs across the globe.

Vocab: sustainable, pollution, microplastic biodegrade, deforestation, Natural resources

What are our natural resources and where does our energy come from?

Identify types of natural resources in the UK and how this compares to other countries.

Highlight how types of energy production differs between LEDCs and MEDCs.

Vocab: consumption, sustainable, production

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| | <p>What is the impact of oil on the planet? Identify and discuss fossil fuels and the effect of these on the environment - positive and negative. Vocab: sustainable, impact, biodegradable, pollution, microplastics</p> <p>Assessment: What can we do at home and school to help save the planet? Vocab: climate change, global warming, carbon dioxide, carbon footprint</p> |
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| Year 4 Summer Term - Migration | |
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| These objectives were met before in year 1, 2 and 3. | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> To 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. To describe and understand key aspects of 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. <p>Big Questions</p> <ol style="list-style-type: none"> Where in the world do we come from and why are we here? Why do people migrate? Who is a migrant and where have they come from? Who migrated in the past? What is a refugee and how can we support them? NTE: What is a refugee and how can we help them? What does a community need to provide for a migrant family to thrive? NTE: What do we need to provide for migrant families? | <p>Big Ideas</p> <ul style="list-style-type: none"> S2: Understand the movement of people between geographical boundaries. S3: Understand that migration can occur nationally and globally H2: Understand the human process of migration and the effects of this. I1: Discuss how migration can affect the natural environment. I1: Understand that migration in one place will have an effect on another. I2: Discuss how migration has changed over time. <p>Revision</p> <ul style="list-style-type: none"> N/A <p>New Learning and Vocabulary Pull and push factors, refugee, asylum seeker, human rights,</p> <ul style="list-style-type: none"> Identify what migration is. When people move from one country to another. Identify why people might choose to move country - for a job, because their own country is unsafe etc ... push and pull factors. Look at case studies of people who have migrated. |

Year 5 Autumn Term - Trade

These objectives were met before in year 1, 2, 3 and 4.

National Curriculum Objectives

- To 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.
- To 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.
- To 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

Big questions:

1. What is trade and when did it begin? **What is trade?**
2. Where does our food come from and why do we import food? **Where does our food come from?**
3. What is the global supply chain and why does it matter? **What is the global supply chain?**
4. Why do people choose to live in cities?
5. What do populations need to thrive? NTE: **What does my city need to have in it?**
6. What have we learnt about population? (Assessment)

Key Knowledge and vocabulary

Big Ideas

- **S2**: Understand how trade occurs across human boundaries
- **S3**: Understand that trade occurs on a local, national and global scale.
- **H2**: Understand that trade is a human process which has been occurring throughout history.
- **H3**: Trade is dependant on physical resources available.

Revision

- Year 4
 - **H2**: Understand that rivers can assist with trade and be able to identify river processes.

New Learning and Vocabulary

Supply chain, import, export, resource, primary, secondary, services, goods, industry, agriculture, trade route, economy

- Discuss what trade is and how it has developed over time from local to global.
- Discuss the import of food to the UK and why it is necessary.
- Discuss export of goods to and from UK.
- Discuss trade on a global scale.
- Identify importance of fair trade and reasons why not everything is fair trade.

Year 5 Spring Term - Population

These objectives were met before in year 2, 3 and 4.

National Curriculum Objectives

- To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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
- Using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Big Questions

1. What do we mean by population?
2. What is population density?
3. How does physical geography impact where populations settle? **NTE: Why do people live in certain places?**
4. Why do people choose to live in cities?
5. What do populations need to thrive? **NTE: What does my city need to have in it?**
6. What have we learnt about population? (Assessment)

Key Knowledge and vocabulary

Big Ideas

- **S2:** Understand and create population density map.
- **H3:** Understand that population is often shaped by the physical geography of a country/region.
- **I1:** Understand that population density/numbers can affect the natural environment.
- **I2:** Discuss how the population has changed over time.

Revision

- **Year 4**
 - **H3:** Understand that human geography is often shaped by the location of a river.
 - Identify why people might choose to move country - for a job, because their own country is unsafe etc ... push and pull factors.

New Learning and Vocabulary

population density, urban, rural, agriculture, arable, pastoral, sparse, transport link, isolation, fertile, communication links

- Compare maps of the UK to a satellite image from space at night.
- Produce bar graph showing population density of the UK and use to create a population map.
- Discuss how the physical environment affects where people live and compare population density to topographical maps.
- Identify the needs of a population and what is required to support a city/town.
- Design a self sustaining city.

Year 5 Summer Term - UK v North America

These objectives were met before in year 1, 2, 3 and 4.

National Curriculum Objectives

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Big Questions

1. How do the sizes of the UK and North America compare? **NTE: Where is the UK, where is North America?**
2. What are time zones?
3. Where in North America is Jamaica and what is it like? **NTE: Where is Jamaica?**
4. How does the climate of Peterborough compare to the climate of Kingston? **NTE: What is the climate in Peterborough and Kingston?**
5. How do natural resources in the UK compare to those in Jamaica? **NTE: What natural resources do the UK and Jamaica have?**
6. How does the UK compare to Jamaica? (Assessment)

Key Knowledge and vocabulary

Big Ideas

- **S1:** Locate North America, the states within it and the oceans surrounding it..
- **S3:** Understand the human activity that occurs in NA.
- **S2:** Understand and use climate and time zone maps.
- **H1:** Identify the key human and physical features in NA.
- **H3:** Explore the population and land use of the different states.
- **I1:** Discuss how people have had an effect on the economy and environment.

Revision

- Year 2
 - **S1:** Understand that the world is divided into continents, countries, and sub-country areas.
- Year 5
 - **H3:** Understand that population is often shaped by the physical geography of a country/region.
 - **H3:** Trade is dependant on physical resources available.
 - **I1:** Understand that population density/numbers can affect the natural environment.

New Learning and Vocabulary

North America, states, Washington DC, climate zone, time zone, earthquake, flooding, population density, northern hemisphere, agriculture, urban, desert

- Ensure location of North America and then compare a map with that of the UK. Discuss population, land use, area etc.
- Locate major state capitals and show satellite image of night time. Discuss where highest populations might be and why.
- Identify the different time and climate zones - map where these are.
- Compare and contrast weather and natural disasters.
- Focus in on Jamaica - climate and natural resources. Compare these to the UK.

Year 6 Autumn Term - UK and Europe

These objectives were met before in year 1, 2, 3 and 4.

National Curriculum Objectives

- locate the world's countries, using maps to focus on Europe
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Big Questions

1. What makes the United Kingdom the United Kingdom? **NTE: What makes the United Kingdom?**
2. What is the physical geography of a chosen European country? **NTE: What are the physical features of a European country?**
3. What is the human geography of a chosen European country? **NTE: What are the human features of a European country?**
4. How does the United Kingdom compare to (insert European country of choice here)? **NTE: How does the United Kingdom compare to (insert European country of choice here)?**

Key Knowledge and vocabulary

Big Ideas

- **S1:** Locate countries within Europe and the oceans surrounding it.
- **S2:** Understand and create climate and time zone map.
- **H1:** Identify the key human and physical features in Europe.
- **H3:** Explore the population and land use of the different countries.
- **I1:** Discuss how people have had an effect on the economy and environment.

Revision

- Year 1
 - **S1:** Identifying the UK, the home countries and their capital cities.
 - **H1:** Identify human and physical features of the UK.
 - **H3:** Locate major cities in relation to physical geography.
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- Year 2
 - **S1:** Understand that the world is divided into continents, countries, and sub-country areas.
- Year 3
 - **I1:** Identify different land uses (residential, commercial, industrial, agricultural etc ...)
 - **S3:** Understand that the world is divided into continents, countries, and sub-country areas.
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- Year 4
 - **H3:** Understand that human geography is often shaped by the location of a river.
- Year 5
 - **H3:** Understand that the population is often shaped by the physical geography of a country/region.
 - **S2:** Understand and create climate and time zone map.

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| | <p><u>New Learning and Vocabulary</u></p> <ul style="list-style-type: none"> • Ensure location of Europe and then compare a map with that of the UK. Discuss population, land use, rivers, area etc. • Locate capital cities and show satellite image of night time. Discuss where highest populations might be and why. • Identify the different time and climate zones - map where these are. • Explore contrasts such as beliefs on climate change, religion, languages spoken, politics, healthcare etc. |
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| Year 6 SpringTerm - UK and South America | |
| These objectives were met before in year 1, 2, 3, 4 and 5. | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America • locate the world's countries, using maps to focus on South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Big Questions</p> <ol style="list-style-type: none"> 1. What is the human and physical geography of South America? NTE: What makes South America? | <p><u>Big Ideas</u></p> <ul style="list-style-type: none"> • S1: Locate South America, the countries within it and the oceans surrounding it. • S3: Understand the human activity that occurs in SA. • S2: Understand and create a detailed climate and time zone map and graph to show precipitation rates. • H1: Identify the key human and physical features in SA. • H3: Explore the population and land use of the different countries. • I1: Discuss how people have had an effect on the economy and environment. <p><u>Revision</u></p> <p>Year 5</p> <ul style="list-style-type: none"> • S1: Locate North America, the states within it and the oceans surrounding it.. • S3: Understand the human activity that occurs in NA. • S2: Understand and create climate and time zone map. • H1: Identify the key human and physical features in NA. • H3: Explore the population and land use of the different states. |

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| <p>2. How is the Amazon Rainforest important for both South America and the global population? NTE: What is special about the Amazon Rainforest?</p> <p>3. How is the Atacama Desert a unique region of South America? NTE: How is the Atacama Desert special?</p> <p>4. Why are the Andes a vital part of South America's economy? NTE: Why are The Andes important?</p> | <ul style="list-style-type: none"> • I1: Discuss how people have had an effect on the economy and environment. <p><u>New Learning and Vocabulary</u> South America, climate zone, time zone, earthquake, flooding, population density, southern hemisphere, agriculture, urban, rainforest, Amazon, life expectancy, Atacama desert, The Andes</p> <ul style="list-style-type: none"> • Ensure understanding of the location of South America and then compare a map with that of the UK. Discuss population, land use, area etc. • Locate major state capitals and show satellite images of night time. • Discuss where the highest populations might be and why. • Identify the different time and climate zones - map where these are. • Compare and contrast weather and natural disasters. • Explore contrasts such as beliefs on climate change, religion, languages spoken, politics, healthcare etc. • Understand that the life expectancy in SA with lower than in the UK and identify reasons why. |
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| Year 6 Summer Term - Plate Tectonics | |
| These objectives were met before in year 3, 4 and 5. | |
| National Curriculum Objectives | Key Knowledge and vocabulary |
| <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes <p>Big Questions</p> <ol style="list-style-type: none"> 1. What is the structure of the Earth? 2. How have tectonic plates changed the shape of the world map? NTE: How have tectonic plates shaped the Earth? 3. What is the ring of fire and what happens there? 4. How does tectonic movement affect people? NTE: How do the tectonic plates moving change people's lives? | <p>Big Ideas</p> <ul style="list-style-type: none"> • S1: Understand that the continents were formed over time and are made of plates • S2: Understand and create a map of earthquake and volcano activity. • H1: Understand physical features related to plate tectonics such as volcanoes and earthquakes • H2: Understand the processes involved in plate tectonics • I1: understand that the movement of plate tectonics affect the natural environment and people's lives. <p>Revision</p> <ul style="list-style-type: none"> • <u>Year 2</u> |

- S1. Understand that the world is divided into continents, countries, and sub-country areas.
- Year 2/3/4/5
 - S2. Understand and create maps of different scales

New Learning and Vocabulary

tectonic plates, earthquake, volcano, crust, ring of fire, mantle, continental drift, pangea, convergent boundary, divergent boundary, transform boundary, subducting plate, lithosphere,

- Understand what tectonic plates are and map where the boundaries are. (Lesson 1)
- Understand continental drift and explain how the position of the continents has changed.(lesson 2)
- Compare plate tectonic map with a map of volcanic and earthquake activity. Investigate this in relation to populations. (lesson 3)
- Understand that there are different types of plate boundaries and link these to natural disasters. Focus on case study in MEDC and LEDC.(lesson 4)