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**Stockham Primary School**

**Curriculum Planning – Geography - Knowledge and Skills Progression**

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| Humanities – Geography | | | | |
| EYFS - Foundation | | | | |
| EYFS Framework and development matters | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Know that there are different countries in the world  Talk about different countries and places they have experienced or seen in photos  Draw information from a simple map  Understand that some places are special to members of their community  Recognise some similarities and differences between life in this country and life in other countries  Explore the natural world around them | Know that there are different environments (forest, beach, desert, mountains, countryside, town)  Name features of their local environment at school and home  Name some features of the local environment in the surrounding countryside  Know that we live in England and that there are other countries in the world  Know that the earth has land and sea/oceans  Using resources from continuous provision, create imaginary environments for toy animals and play people and talk about real life countries | Be able to say the name of their road, village/town  Be able to talk about places they have visited in Wantage (school, shop, park, community centre, car park, hairdressers, park, brook)  Be able to talk about some features of the countryside (fields, tree, grass, hill, valley, brook, farm)  Comment on aerial views of the school (photographs) and town (map).  Find Wantage/Oxford/holiday locations on Google Earth  Use Google Maps Streetview to find their route from home to school.  Find countries discussed in lessons and stories on a globe or a world map.  Draw a simple story map  Draw and follow a simple map of their immediate environment  Compare where they live to a child living in another country - what is the same and what is different  Be able to talk about the weather conditions accurately  Be able to sequence the seasons and describe the key weather and natural features of each one | tree, grass, hill, fields, valley, brook, river, stream, pond, lake, sea, ocean, mountain, volcano, island,  school, shop, supermarket, museum, park, car park, street, church, farm.  village, town, city, capital city, country,  Autumn, winter, spring, summer, rain, snow, wind, fog, frost, ice, sun, cloud,  Wantage, Oxford, Oxfordshire, London, England, UK | Look at a globe, world map and online maps.  Experience following a simple map.  Walk from school to the town centre |
| Key facts for memory: | ● Know that Wantage is a town. ● Know some features of a town. ● Know some features of the countryside. ● Know the four seasons of the year. ● Know some weather conditions. ● Know that life in other countries has some similarities and some differences to our own. | | | |

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| Year 1 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Our local area (Wantage)  Mapping skills  Climate/weather | Know that maps contain information about places  Know that maps contain symbols that represent places and features  Know that terms are used to describe where places are (points of a compass – north, south, east and west)  Know that Wantage is a town and that Wantage is in Oxfordshire  Know what human feature and physical feature is  Know that weather changes frequently  Know that certain types of weather are more likely to be found across the four seasons.  Know the main types of weather found in the UK | * Locate Wantage/Oxford on a map of the UK * Locate features on a map using compass points * Using 4 compass points * Directional language * Recognise the human features such as shops, houses, churches, schools etc * Observe and record the weather for a period of time (homework and in class) * Compare and contrast the weather across all four seasons | Place, city, town, village, coastal, rural, continent, surrounding, locate, environment, characteristic, map, world, atlas, globe, countries, ocean, human features, physical features, United Kingdom, vegetation, factory, farm, house, office, shop, compass, north, south, east, west, construct, symbol, frequently  Gale, storm, hurricane, tornado, twister | Exposure to a variety of maps (globes, atlases etc)  Exposure to weather forecasts (different medias) |
| Key facts for memory: | Know that Wantage is a town and that Wantage is in Oxford  The differences between human and physical features  Know that there are four seasons and the type of weather each season has | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Contrast study – China (Asia)  Climate  Continents and oceans | Know what continent China is in  Know the capital city is Bejing  Know which oceans surrounds China  Know the 3 rivers in China  Know what life is like for people in China and know how if compares to life in the UK (culture and lifestyle)  Know key human features in China (The Great Wall of China)  Know the different types of farming in China  Know the world’s 7 continents  Know the 5 world oceans  Know that continents closest to the equator are hottest and those closest to the poles are the coldest | * Locate the continent of Asia on a world map * Draw a simple map of China * Use questioning to find out what places are like in China * Compare school life in China and the UK * Locate China on the world map * Compare the climate of the UK and China * Directional language – where China is in relation to UK using compass points * Map work * Locate features on a map using compass points * Identify similarities/differences between life in the UK and life in the Bejing * To be able to describe the lifestyle and culture of some Chinese people * Locate the world’s 7 continents on the world map * Locate the 5 world oceans | Investigate, continents, oceans, surrounded, human features, physical features, locate, equator, farming, vegetation, provinces, Bejing, China, currency (yuan), mandarin, export, producer, pollution, smog, tourist |  |
| Key Knowledge for memory: | The 7 continents and 5 oceans in the world  Understand the differences in climate (UK and China)  Understand the key differences between the cultures and lifestyles (UK and China) | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| London (Europe) | Know that London is the capital city of England  Name some of the famous landmarks in London  Know where London is  Know the name of the river than runs through London | * Locate London on a map of the UK * Locate features on a map using compass points * Using 4 compass points * Directional language * Recognise the human features such as shops, houses, churches, schools etc * Recognise famous landmarks in London * To be able to describe the lifestyle and culture of those that live in London | Capital city, government, business, cultural, population |  |
| Key facts for memory: | Know that a compass has 4 points  Know that a compass is used to locate places on a map  Know that London is the capital city of England  Know where London is on a map of the UK  Know that the river Thames runs through London | | | |
| Year 2 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Mapping skills  Continents and Oceans  **Location, physical features, human processes**  The UK countries and capital cities  **Diversity, human features, human processes, physical features, location** | Using maps for location – finding features on a map.  Identify the different between a globe, map and atlas.  A compass rose gives directions – the main directions are North, South, East and West.  Use the key features of an atlas.  Name and locate the world’s seven continents and five oceans in the context of developing atlas skills.  Know how to use an atlas to find places around the world.  Key human and physical features (national flowers, flags etc).  Characteristics of London and the UK.  Compare a village, town and city.  To be able to identify the countries and capital cities of the UK.  Identify the four countries making up the UK and their capital cities.  Use atlases and globes to identify the UK and its countries. | Use an atlas and explain the method to find features inside.  Locate continents on a map of the world.  Use google Earth to explore continents and countries within them.  Use directional language.  Use 4 compass points.  To be able to identify features and characteristics of the countries of the UK.  Locate the UK on a world map and identify it as being a country within Europe.  Use photos of each capital city to describe what they can see.  Locate their local area on a map and think about what kind of settlement they live in.  Use different sources to explore their local area, using appropriate vocabulary to describe what it is like.  Locate England on a world map.  Locate London on a UK map.  Locate the 4 cities of the UK on a map.  Use ariel photos to identify London landmarks. | Continent, country, town, city, settlement, map, compass rose  United, union, monarchy, democratic, government, characteristics, emblem, settlement, causeway, capital city, capital city, country | Using google Earth. Exploring maps and atlases.  Identifying the flags of UK countries. |
| Key facts for memory: | Map makers use terms to describe where in the world things are.  A globe is a sphere and shows the surface of the Earth.  Maps are pictures on flat pieces of paper.  Atlases are books full of maps.  Name the worlds 7 continents.  Name 4 compass directions.  Name the 4 countries of the UK and their capital cities.  Identify the 4 flags of the UK.  Identify the union flag for the 4 countires of the UK.  Name some important man made and natural landmarks. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Mapping skills  Climate  **Location, physical features**  Weather  **Physical processes, techniques**  Extreme weather  **Physical processes, techniques** | Devise a simple map and use a simple key – create a map of the local area.  Fieldwork - walk around the locality looking for signs of change (winter to spring)  Name and locate the world’s seven continents and five oceans.  Use a compass rose to give directions.  Human and physical geography (hot areas of the world in relation to the equator, seasonal weather patterns, North and South Poles etc)  Revisit the 4 seasons and key events for each season.  Locational knowledge linked to weather.  Weather in different areas of the world.  How seasons/weather/climate differs in different parts of the world.  Differences between seasonal and daily weather patterns.  Know how daily weather patterns change over time, and how weather may be different in inland/coastal areas.  Know ways in which we learn about the weather  Know how equatorial and polar regions differs from the weather in the United Kingdom. **(Focusing on Singapore - revisit China Year 1)**  Know the types of farms found in the UK.  Define urban and rural areas and explain why farms are found in rural places.  Identify differences in urban and rural areas. | Use an atlas to find places around the world.  Use google earth to explore the local area and add a key to show different areas.  Make maps with keys.  Observe and describe daily weather patterns.  Interpret weather conditions/season from a pictogram.  Use goggle maps to identify and describe coastal areas and inland areas  Consider ways in which weather affects the clothes we wear and the things we do.  Interpret and classify weather symbols.  Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. | Continent, country, town, city, settlement, map, compass rose,  Key  Temperature  Climate Weather  Polar  Equatorial  Tropical  Extremely  Vast  Thrive atmosphere  Frequently technique symbols heatwave drought flood monsoon blizzard gale cyclone hurricane Spring summer autumn winter north and south pole  Equator  Arable, livestock, daisy, urban, rural. | Newsround/Weather reports |
| Key Knowledge for memory: | Locate the equator on a world map.  Locate some hot and cold countries.  Name the 4 seasons.  Know weather associated with the 4 seasons.  Define the terms urban and rural and name urban and rural places. | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Contrast Study (life in another country)  Revisit continents and oceans and settlements. | Know jungles are found in equatorial and tropic regions.  Understand there are wet and dry seasons and in the dry season trees in a jungle lose their leaves allowing the jungle floor to grow.  Identify physical features of a rainforest.  Compare a UK woodland  to a variety of tropical and equatorial jungle forests by describing differences in vegetation– deciduous, evergreen and mangrove trees.    Name and locate the world’s five oceans.  Know how to use an atlas to find places around the world.  Know key physical features including beach, coast, ocean, river, mountain, trench.  The biggest ocean is the pacific.  Oceans are made of saline water and cover three quarters of the Earth’s surface.  Oceans contain hundreds and thousands of different species.  Oceans that are enclosed are called seas.  Under the ocean there are some high mountains and deep trenches that cannot be seen.  The Artic Ocean is the most northerly.  Oil and gas are natural resources found under the ocean floor.  The equator divides the Atlantic Ocean and the Pacific into North and South.  There are human processes oceans are used for: trade and fishing. | Identify jungles and their countries and continents using atlases.  Identify and describe locations of cloud forests using directional language and/or compass points.  Organise ideas about two regions and describe some similarities and differences.  Describe the location,  climate, weather, plants, animals and human activity of a cloud forest in Costa Rica.  Organise the oceans into order of size.  Explain the difference between an ocean and a sea.  Use directional language and the 4 compass points to describe the locations of oceans in the world.  Compare and contrast the location of oceans.  Organise information about oceans physical features.  Classify features into natural and man-made and explain why.  Observe aerial photographs of seaside locations and make comparisons.  Use and follow simple compass directions and follow routes on a map using symbols. | Equator, tropical, human and physical features, deciduous, evergreen, mangrove, wet, dry, vegetation.  Oceans, seas, saline, species, submerged, natural resources, equator | Visit to Bournemouth sea front to carry out fieldwork and observations. |
| Key facts for memory: | Name and locate the worlds 5 oceans  Oceans that are enclosed are called seas.  Land is submerged under the oceans.  Jungles are found in equatorial and tropical regions. | | | |

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| Year 3 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Europe – Where, what countries, how it compares to other continents  Capital Cities – UK capitals  Capital Cities – European capitals | Understand that Europe is a continent  To know the western part of Europe is of a larger landmass called Eurasia.  To know there are 50 countries in Europe  To know there are 23 recognised spoken languages  To know the four countries that make up the United Kingdom  To be able to read and understand a map - the orientation, North, East, South, West  To know the location of the United Kingdom on a map  What are the two main boundaries between Europe and Asia  To name some of the countries in Europe  To understand the population of Europe and other continents in comparison to the landmass  What are the three main languages spoken in Europe and which language is spoken the most | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.    Name the two boundaries between Europe and Asia  Compare and contrast the location of Europe and of North America  Name the main regions of Europe  Compare the population and landmass of Europe and with other continents  Which oceans border Europe  Graph the population of the countries of Europe  Summarise information about the population of the largest and smallest European countries | Landmass – a large continuous area of land, as opposed to seas or islands  Europe, Cities, European, Asia, Boundaries, Diversity  Population – all the people that live in a country or area  Inhabitants – people who live in a place  Northern hemisphere  Eastern hemisphere  Languages, countries, island, oceans, border | Using Atlases |
| Key facts for memory: | To know the four countries that make up the United Kingdom  To know the location of the United Kingdom on a map  To be able to read and understand a map  To know how to hold and orientate a map  The three largest countries are Russia, Ukraine and France  Europe is the continent with the highest population density which means the largest number of people per square kilometre or mile  Europe is made up of 50 countries | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Water Cycle – **Physical Processes** | The water cycle describes the movement of water on the surface and in the atmosphere of the Earth, it is a continuous cycle.  Water from the oceans, sea, rivers and lakes evaporate and rises into the air as vapour  Evaporation is the process of water turning vapour  As the vapour rises it condenses from a vapour into a liquid  Precipitation occurs when the clouds become heavy, and liquid begins to fall from the clouds  The water soaks up into the ground this is called percolation  Understand how clouds are form and the process of precipitation.  The prefix, nimbo and the suffix nimbus mean that the cloud produces precipitation | Understand where the water cycle take place  Describe the five steps of the water cycle  Draw a water cycle diagram with the key features  Compare and contrast the physical process of the water cycle with any other two physical geographical processes you know of.  Define the word precipitation  Describe the nature of the different types of clouds  Explain how meteorologists use clouds to forecast the weather | Atmosphere – the gasses that surround a planet  Continuous – happening all the time without any breaks  Precipitation – rain, snow, sleet or hail falling from clouds  Cumulonimbus – thunder clouds  Stratus – featureless rain clouds in layers  Cumulus – small puffy clouds  Cirrus – thin wispy clouds | A water cycle experiment  Demonstrate how water moves downhill outside on the hill |
| Key Knowledge for memory: | The five steps of the water cycle  To know the water cycle is a continuous process  Describe how clouds are formed  The prefix, nimbo and the suffix nimbus mean that the cloud produces precipitation  The water cycle is a physical process that happens on the surface of the Earth and in the Earth’s atmosphere | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Earthquakes and Volcanoes: plate tectonics | Understand how the Earth is formed.  Know what part of the Earth is the hottest  The crust is the rocky surface that makes up the surface of the Earth and floats on top of the mantle.  The crust has cracks in it and so it is in pieces. These pieces are called plates.  The plates move a few centimetres a year.  The tectonic plates move in three different ways which forms ridges, earthquakes or mountains  To have a knowledge of where the prominent volcanoes are in the world and to know this is known as the Pacific Ring of Fire.  To know why a volcano will erupt and suggest what might happen to rock that slides underneath into the mantle  To understand the areas affected by the 2004 Boxing Day tsunami and of the 1906 San Francisco earthquake | Describe the Earth’s layers – Core, Outer core, Mantle, Crust  Compare and contrast the Earth’s crust and mantle  Understand what happens when the tectonic plates move  Explain the tectonic process that would lead to an earthquake  Explain how earthquakes, mountains, volcanoes and oceans are formed.  Explain the differences between active, dormant and extinct volcanoes  To locate the Pacific Ring of Fire.  Explain the process that forms volcanoes  To locate and label on a map the areas affected by the 2004 Boxing Day tsunami  Describe the impact of the 1906 San Francisco earthquake  Explain the physical features of a volcano  What are the similarities and differences of a volcano and a mountain  Categorise the Earth’s main tectonic plates in terms of how they are moving  Explain the tectonic process that would lead to an earthquake | Earth, layers, core, outer core, mantle, crust, surface, tectonic plates, mountains, ridges, earthquakes, Pacific Ring of Fire, erupt, volcano, tsunami, Tremors, | Volcano model making  Volcano demonstration with vinegar, Soda |
| Key facts for memory: | Plate tectonics provides an explanation of how earthquakes, mountains, volcanoes and oceans are formed.  The Earth is made up of layers which are core, outer core, mantle and crust.  The plates move in three different ways = Away from each other – which forms ridges / Towards each other – which causes earthquakes and forms volcanoes and mountains / Side by side – which causes earthquakes.  Dormant volcanoes – not active, but capable of becoming active in the future / Active – volcanoes that are still active  / Extinct - Ben Nevis in the UK - Extinct volcanoes are those which have not erupted in human history  The key features of a volcano  Natural disasters are caused by earthquakes and volcanoes | | | |

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| Year 4 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Mountains and Rivers  Physical processes, physical features, techniques, location and diversity.  Erosion and deposition  Human features, physical features. | To know locations and names of multiple mountain ranges including Urals, Caucasus Mountains, Alps, Apennines, Scottish Highlands and Pyrenees.  To know the top of a mountain is called the summit.  To know a river is a natural watercourse flowing towards an ocean, sea, lake or another river.  To know the life of a river from its source to the mouth.  To know a mountain is a large landform that rises above the surrounding land, usually in the form of a peak.  To know the Earth's crust is split up into sections called tectonic plates.  To know there are three main types of mountains. | Describe the physical process of plate tectonics.  Describe the physical process that forms volcanoes and mountains.  Describe the physical process that creates the different types of mountains.  Describe the physical process that creates block and fold mountains.  Locate and label the key mountain ranges on Earth.  Locate routes of the five primary rivers in Europe and its source on a map and label them.  Name some other important rivers in Europe (and elsewhere).  Explain the difference between the different types of mountains. | Landform, surface summits, mountain ranges, tectonics, watercourse, tributaries, source, mouth, meanders, estuary, mountain ranges, peak, summit. | Case Study: Mount Logan, Canada.  Looking at daily weather updates using webcam footage. |
| Key facts for memory: | To know a river is part of a physical process called the water cycle.  To know the Earth's crust is split up into sections called tectonic plates. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Europe with comparison study.  **Diversity, physical features, human features.**  Revisit and secure mapping skills.  International Trade  **Diversity, physical features, human features, location.**  Revisit and secure mapping skills. | Identify human and physical characteristics of Europe.  Know how many countries make up the continent Europe and which have a coast.    Understand economic similarities and differences between European countries.  Define the word ‘population’.  Understand the impact the equator has on different of European countries.  Know which hemisphere is Europe within.  Know which oceans border Europe.  Know what is meant by international trade.  Know what is meant by food miles and why some people want to reduce these.  To know what is meant by ‘food security’.  Understand and explain the terms ‘import’ and ‘export’.  Know what a port is and locate it on a map. | Understand what a continent is.  Recall physical and human features of European counties.  Identify and plot the equator and explore its impact on the weather of Europe  Understand that European countries have different weather and climates.  Compare and recall the physical features covered in previous lessons, including mountains and rivers.  Compare the human features and diversity with another European country.  Research human facts about the countries – population, language, use of land, religions etc..  Locate and label the countries of Europe.  Compare Wantage with a similar town in France.  Understand the importance of international transportation.  Understand why countries trade food.  Understand what natural resources are and what they are used for.  Understand the advantages and disadvantages of tourism.  Classify types of tourism.  Organise information about some of the world’s busiest:  • airports  • seaports.  Locate and label on a map where most of the world’s oil is produced. | Equator, Europe, physical and human features, population, climate, country, hemisphere, continent, Europe.  Food miles, export, import, international, recourse, cargo, transportation, tourism, trade, food security. |  |
| Key Knowledge for memory: | To define human and physical characteristics.  Define a human feature and a physical feature.  To know what it is to have food security. | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
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| Key facts for memory: |  | | | |

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| Year 5 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| South America  Location  Physical features  Human features  Diversity  Physical Processes  Human processes  Techniques | To know that South America is a continent made up of 12 countries.  Its largest country is Brazil. The smallest country is Suriname which is sparsely populated.  To know that South America has a diverse climate, landscape and population.  South America is home to the largest river basin in the world – the Amazon. It is also home to the Angel Falls waterfall, which is the highest waterfall in the world.  To know the main mountain range in South America is the Andes and its location is on the western coastline  To know that this is also the location of a tectonic plate boundary. | • Describe the geographical location of South America. • Locate and mark on a map the location of the countries of South America.  • Describe some of the geographical diversity in South America, including: • climate zones • biomes • population • languages.  • Define the term 'population density’.  • Define the term ‘sparsely populated’ and give some examples in South America.  • Locate and mark on a map the location of South America’s three main river basins.  •Locate and mark on a map the location of the highest waterfall in the world.  • Define the word ‘tributary’.  • Describe what a river basin is.  • Describe the nature of a topographic map and explain why it is useful.  • Locate and mark on a map the geographical location of South America’s major mountain ranges.  • Define the term 'seismic activity’. | Continent, landmass, sparsely/densely populated, landlocked, river basin, tributary, topographic, seismic |  |
| Key facts for memory: | South America is a continent and has 12 countries.  It has a diverse climate  The largest river is the Amazon and the main mountain range is the Andes | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Biomes  Location  Human processes  Diversity  Physical processes | * Biomes are a way to categorise the Earth's surface - based on climate patterns, soil types and the animals and plants that inhabit an area. * Climate is the average weather expected in a place - biomes are directly linked to climate zones * There are ten biomes: tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, freshwater and ice. * The ocean is divided into three vertical zones based on depth and light level. * Deforestation is a threat to the rainforest and describe the impact in can have. | To describe what a biome is.  Locate and label on a map the Earth’s biomes.  To name the 10 biomes.  Describe the difference between a terrestrial and aquatic biome.  To describe the climate and features of the tundra biome.  To describe how plants and animals have adapted to live in the desert biome.  To name the different zones in the ocean and describe what they are like.  To describe some of the threats to the rainforest biome. | Categorise, terrestrial, aquatic, climate, flora, fauna, permafrost, hibernate, arid, nocturnal, saline, deforestation,  tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, freshwater and ice | Photos/videos of different biomes around the world |
| Key Knowledge for memory: | Biomes are a way of categorising the Earth’s surface.  Biomes are related to climate zones  Human processes can affect biomes | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge. | Skills | Key Vocabulary | Cultural Capital opportunities |
| Earthquakes and Volcanoes  Location  Physical features  Human features  Diversity  Physical Processes  Human Processes  Techniques | * The boundaries of the Earth’s plates are called fault lines and movement along these lines causes earthquakes and volcanoes. * The Earth has an inner and outer core, a mantle and a crust. * The Pacific Ring of Fire is an arc around the Pacific Ocean where most of the world’s volcanoes and earthquakes are formed. * About three quarters of the world’s dormant and active volcanoes are in the Ring of Fire. * Understand that lava is above the Earth’s surface and magma is below. * Earthquakes and volcanoes differ in their magnitude. * The scale for measuring the magnitude of an earthquake is the Richter Scale. | Locate and label on a world map the main tectonic plates  Describe how the movement of the Earth’s plates causes volcanoes and earthquakes.  Locate and label on a map the Pacific Ring of Fire.  Explain the process that forms volcanoes.  Case study of earthquake or volcano – volcanic eruption in Heimaey, Iceland. Locate on a map and describe the impact and extent of the damage caused. Describe how the physical geography of the area changed following the volcanic eruption. | Earthquake, volcanoes, erupt, plate tectonics, inner and outer core, mantle and crust, lava, magma, dormant, active, collision, magnitude, intensity | Photos and videos of earthquakes and volcanic eruptions around the world. |
| Key facts for memory: | The Earth is divided into plates and the movement of these plates can cause earthquakes and volcanoes.  The Earth is divided into different layers – inner and outer core, mantle and crust.  Earthquakes and volcanoes often occur at plate boundaries and the Pacific Ring of Fire is where lots of the world’s earthquakes and volcanoes are.  The Richter Scale measures the magnitude of an earthquake. | | | |

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| Year 6 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| North America  Location, diversity, human features, physical features | * To know that North America is the third largest continent. * To know the countries of North America (23) and how the continent is organised into areas. * To know that there are varied climate zones across North America. * To know that some of the famous features of North America are man made and some are natural. * To know that North America has a diverse climate, landscape and population. * To know what a capital city is and be able to identify key ones in North American countries. * To focus in on one country in more detail (Canada due to school links). * To know the main rivers in North America. * To know the main mountain ranges in North America. | * Describe the geographical location of North America. * Locate and mark on a map the location of the countries of North America. * Be able to compare and contrast the different climates in North America. * Identify and name some of the famous features of North America- both natural and man-made. * Compare and contrast the geographical location of North America and South America. * Compare and contrast the populations of the most and least populous places in North America. * Be able to formulate questions in order to find out more about a country or capital city. * Locate and label on a map the most significant rivers of North America. * Locate and label on a map the most significant mountain ranges of North America. | Latitude, lowlands, agriculture, predominant, colonised, indigenous, populous, sparsely, metropolitan, topographic, Native American | * Links with Art unit- Native American artists. * Pen pal project with school in Canada. * Talk by member of staff whose home country is Canada. |
| Key facts for memory: | * North America is the third largest continent. * North America is a continent in the Northern Hemisphere. * That there are 23 countries in North America and be able to name lots of them. * Every climate zone can be found in North America. * Lake Superior is the largest fresh water lake in the world. * Mount Mackenzie is the highest peak of North America. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Climate Change- climate zones, Ocean currents, Polar ice caps, plastic pollution | * To know that climate is the long-term temperature expected in a place. * To know that weather is the day-to-day conditions which change frequently. * To know that climate change (or global warming) is the process of the planet heating up so that temperatures are higher than would be expected. * To know that a warmer planet could affect our planet in a number of ways e.g. more rainfall, changing seasons, shrinking sea ice, rising sea levels. | * Describe the physical process of climate change. * Describe some of the predicted effects of climate change. | Climate, weather, adapt, cardon dioxide, methane, excretion, deforestation, Continuous, gyres, pollution, garbage, categorise, inhabit, terrestrial, aquatic, climate, |  |
| Key Knowledge for memory: | * Climate the long-term temperature. * The Earth has warmed up by an average of 1o C in the last century. * The changing climate will make our weather more extreme and unpredictable. | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Local Area study –fieldwork around Wantage, comparison to an urban area. Why people settle where they settle. |  |  | Local, locality, | Make links with the Wantage Museum and other local historical and planning groups. |
| Key facts for memory: |  | | | |